

The Shakerite

February 27, 2002 • Volume 72 • Issue 5 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

take a PEEK

Run, run away!

4 A new evacuation policy would send the student body to the middle school if there were an emergency, **News**.

4 points to ponder

7 Read Allison Waithe's plan for African-American success, **Opinion**.

Bending steel

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Trio of students prove their mettle at the CIA, **A&E**.

Trotting to triumph

15 Senior Marissa Grossman ranks nationally as an equestrian, **Sports**.

look and SEE

I loved my graduation day,
I never have forgot her.
I know I would have loved it more,
If I had learned the Alma Mater.
- Peter Bergman, May 29, 1957

As a senior, Peter Bergman, '57, wrote a column for The Shakerite titled "Look and See with Peter B."

Bergman later founded The Firesign Theatre with three friends. In the late '60s and early '70s, the comedic quartet became pop culture icons on the strength of their radio shows and records. Sometimes referred to as the American Monty Python, the group resurfaced in the late '90s, and members dedicated their 1999 "Boom Dot Bust" album to their hometowns.

Bergman's entertainment debut was less than auspicious. "In 1955 I was kicked off the Shaker Heights High School radio station for announcing in a terrible Asian accent that the Chinese Communists had taken over the school," he wrote in the liner notes of the 2001 album "The Bride of Firesign."

Rick Jennings

Back in the day when Shaker liked the NRA



In 1967 Rifle Club officers posed for this portrait.

• '60s and '70s clubs featured rifles, demerits and gavels

By Alex Buder Shapiro
Staff Reporter

A meeting of the Florida Orange Growers and Palm Tree Association is being held in the cafeteria. In a classroom, members of the Rick Springfield Fan Club listen and dance to his music. This is not an alternate universe; it's Shaker Heights High School circa 1982.

In Shaker, extracurricular activities have come a long way in the past century, from Demerit Panels and Junior Suffragettes to the Rifle Club and Students for a Black Identity. Although academic groups, such as foreign language clubs, have been a constant, many clubs have come and gone with the times.

Without question, the winner of the "Never Would Happen Today" Club Award is the Rifle Club. Before the days of

Columbine, Shaker thought nothing of handing a rifle, thoughtfully provided by the U. S. Army, to a dozen seniors and telling them to have fun. The 1963 "Gristmill" described the Rifle Club as "an outlet for those who enjoy handling firing arms." The Rifle Club was popular throughout the '50s and '60s but disappeared in 1972.

Randal Diener, class of '71, remembers the days of the Rifle Club.

"You were taught to respect the weapon and how to safely use it. Then you were allowed to shoot it. People walking into a school with guns to legally shoot them there, amazing isn't it? Imagine walking around the oval with a rifle case on your shoulder now; every policeman in the city would be there," Diener said. The National Center for Educational Statistics has

SEE CLUBS, PAGE 11

REBOUNDED TO PLAYOFFS

• AFTER TWO TOUGH LOSSES, THE MEN'S BASKETBALL TEAM PREPARES FOR POSTSEASON CAMPAIGN

By Katherine Ekeberg
Sports Co-editor

With five minutes left and a 17-point lead, Shaker fans assumed they would put away the St. Ignace Wildcats. However, three overtimes later the score read 99-94, St. Ignace.

The next night, whether fatigued, shocked or in despair, Shaker lost 52-49 to

Elyria, currently riding a six-game winning streak.

Most teams would be discouraged by these losses, especially so late in the season. At a time when a team needs to be at the top of its game, losing two close games can be a damaging thing.

Shaker men's basketball players don't see it that way,

however.

"It brought us to reality because we were starting to get big heads," senior guard Noah Williams said.

Senior Sean Brakey agrees. He thinks the losses will help keep the team from coasting.

"We know we have the talent but need to come together as a team," Brakey said.

The two losses did not affect Shaker's top seed in the South sectional. Shaker will

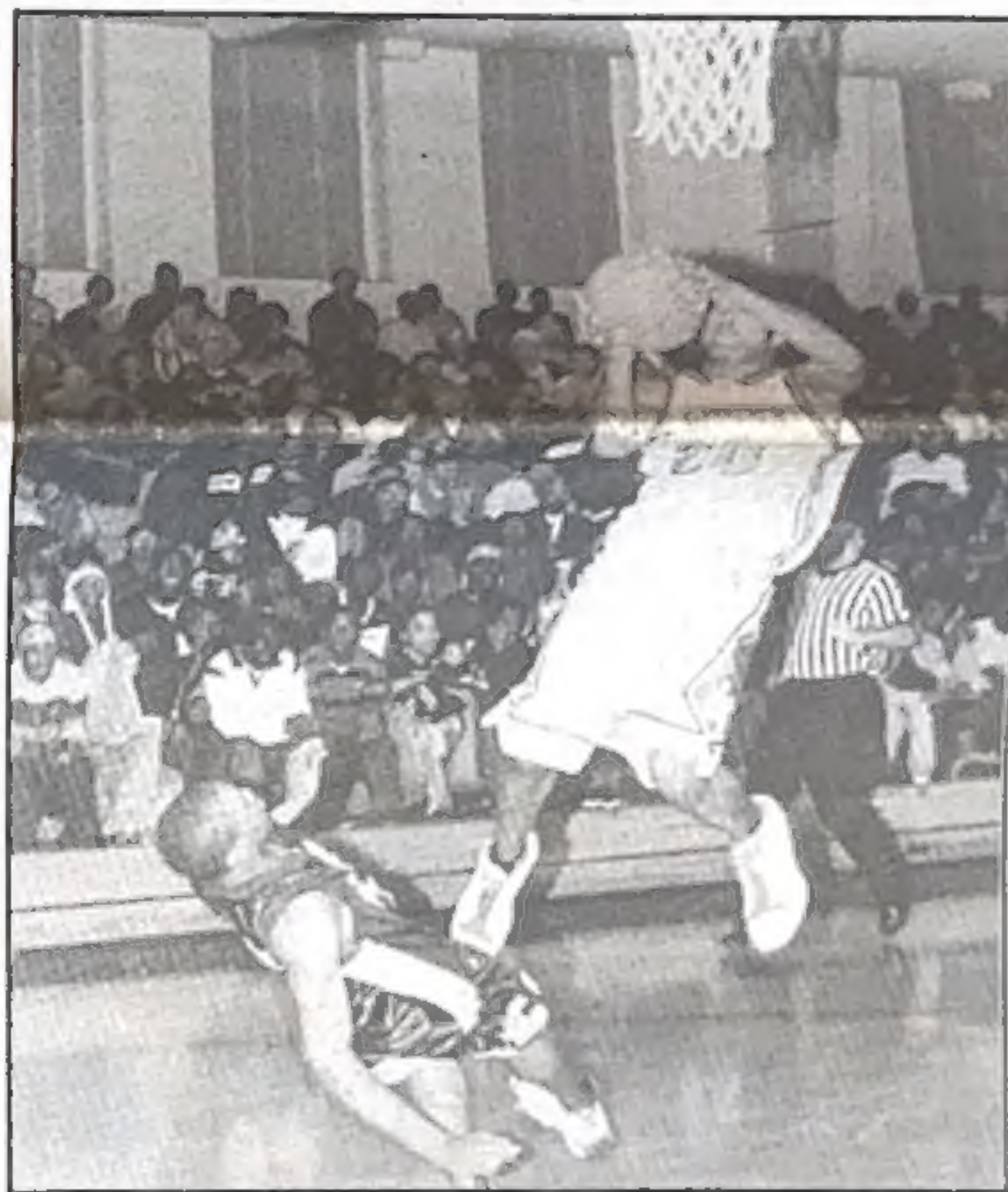
play their first game Feb. 27.

"Our ultimate goal is to go to states and win," senior Mervyn Jones said.

Senior Isaiah Smith agrees. "We knew we could go all the way from the first day if we just come together," Smith said.

The basketball team has

SEE BASKETBALL, PAGE 16



Junior Isaiah Smith rolls over a St. Edward defender as he drives toward the hoop for a layup. Shaker went on to beat St. Edward 81-62.

By Joseph Tartakoff
Co-editor in chief

The student ID card that you have stashed away in a desk drawer only has your name, picture and a bar code on it.

If you go to Intergrated Precision Systems' website — cardsolutions.com/news/shsd.html —, however, you will learn something quite different. The Twinsburg company that creates ID cards for school dis-

tricts claims that, as part of a 1997 contract with the Shaker schools, your ID card uses radio frequency ID chips so you can access the high school's senior social room and transportation garage.

Transportation garage? "By transportation garage they were probably referring to the bus garage on Lee Road. The information is inaccurate."

SEE ID, PAGE 4



Lindsay Kocak/The Shakerite

Showing IDs to enter the senior lounge was mandated soon after two freshmen were bullied while trying to buy pop there.

Who knew IDs could be so powerful?

• Website boasts phantom features

By Alex Buder Shapiro
Staff Reporter

Some Shaker students are lamenting the recent removal of Lemonheads from the cafeteria.

Director of Food Services for Shaker Heights Cindy Gorfido said that the new policy is in effect because by selling Lemonheads, Shaker was break-

ing a law. According to the Child Nutrition Act, the sale of foods of "minimal nutritional value" in school food service areas is illegal during mealtimes.

Penalties for violating the act include the state withholding child nutrition payments and suspending or terminating the food service program.

Prohibited foods include carbonated beverages, licorice and hard candies such as Lemonheads.

The removal of Lemonheads from vending machines is recent, although the law is not. Gorfido said that staff members who were unaware of the restrictions had been ordering them until she got

wind of the situation.

But what about hard candies such as Sweet Tarts and Gobstoppers that are still being sold? According to Gorfido, "The only Gobstoppers we still sell are Chewy Gobstoppers."

As of press time, though, hard Gobstoppers and Sweet Tarts were in the vending machines.

Bittersweet students sour over loss of Lemonheads

PAGE 2

February 27, 2002 **The Shakerite**

Anything to get your diploma

• Senior forced to take three periods of gym to graduate

By Meryl Kramer
Co-editor in chief

The only thing worse than taking classes during senior year is taking three periods of physical education - in a row.

Just ask Alice Tussel.

"Everyone should take gym as soon as possible just to get it over with. It's annoying," said Tussel, who takes these three courses to be eligible to graduate in June. This year marks her first visit to gym since freshman year. As a sophomore and junior, Tussel thought, "Wow! I don't have to take gym. I can just have a study hall."

To make up for lost PE opportunities, she enrolled in one period of gym last semester - but failed. So, during the high school homestretch, Tussel hits the locker room first and second period for volleyball class and then retreats to third period stress management. In any given week, it's probable that Tussel has practiced volleyball 10 times for a total of 500 minutes and has managed her stress for 250 minutes.

Nevertheless, Tussel said, taking gym is an easy way to pick up the GPA and she likes having three classes in one day for which she has no homework.

The class of 2002 and previously graduated classes needed five semesters of gym in order to graduate, while the class of 2003 and everyone thereafter need only four.

PE Department Head Stuart Gilbert said that with the change in gym requirements for the class of 2003, fewer students will likely find themselves in Tussel's predicament. However, he added, there may always

be a few, and that's OK. "We like students as long as they like to be here," Gilbert said.

Tussel takes the blame for her last-minute PE rush and said her counselor, Jeffrey Lewis, had nothing to do with her failure to stay current.

She said that if the department made classes more exciting and varied, she and other students would not struggle to fulfill the credits earlier.

Senior Ben Fuerst points to counselors, though. "They should make sure that students fulfill their academic requirements, because senior year is too stressful to deal with classes like gym," he said.

Like all counselors, Lewis plans with his students every year and reviews their credit standing. Lewis wishes that students would take more responsibility and not blame the counselors for not attaining the proper credits.

Guidance counselor Susan Isler says since students receive individual graduation check sheets and cumulative records during program planning it's "students' responsibility to know how many credits they have and what they need to do."

Sophomore Danielle James doesn't favor a PE-heavy senior schedule and thinks seniors should have been more responsible at the beginning of their high school career. Nevertheless, she added, "The PE department should give them some kind of leeway. After all, it's just gym."

Gilbert said the department provided a service to students by assisting them with their healthy lifestyle habits, no matter when they take PE. "Without your health, you don't have anything."

I THINK I'M A NEGATIVE BUT I CAN'T B POSITIVE



Will Bostwick/The Shakerite

Senior Andrew Kaplan gives "the gift of life" at the American Red Cross blood drive on Feb. 7 in the senior lounge. According to the American Red Cross, blood donations are still high following Sept. 11.

Gay/Straight Alliance

Natalie Sekicky and Cindy Finch, Advisers

No Hate! Get your no hate buttons! They are only 50 cents from the Gay/Straight Alliance.

See any GSA member Ms. Sekicky in room 231 or Ms. Finch in room 132. The next meeting will be Feb. 27 at 3 p.m. in room 132. Everyone is welcome!

Macklin will be attending states in Columbus, Ohio.

Academic Decathlon

Jose Perez and Carol Fox, Advisers
The next club event will be the state competition on Saturday, March 16 at Hiram College. This will be an all day competition. A banquet at Kent State University will finish off Academic Decathlon's season.

SGORR

Marcia Jaffe, Adviser
SGORR students will lead a discussion on March 6 sponsored by the city club youth forum, Bellefaire and Key Bank. One hundred representatives from 30 area high schools will attend. On April 20, SGORR will work with the Cleveland Municipal Judges and their staff.

Latin Club

Jane Ulrich, Adviser
Latin Club meets every Wednesday in room 221. The club is preparing for the OJCL convention in Columbus on March 8, 9, and 10.

Compiled by Francesca Klein

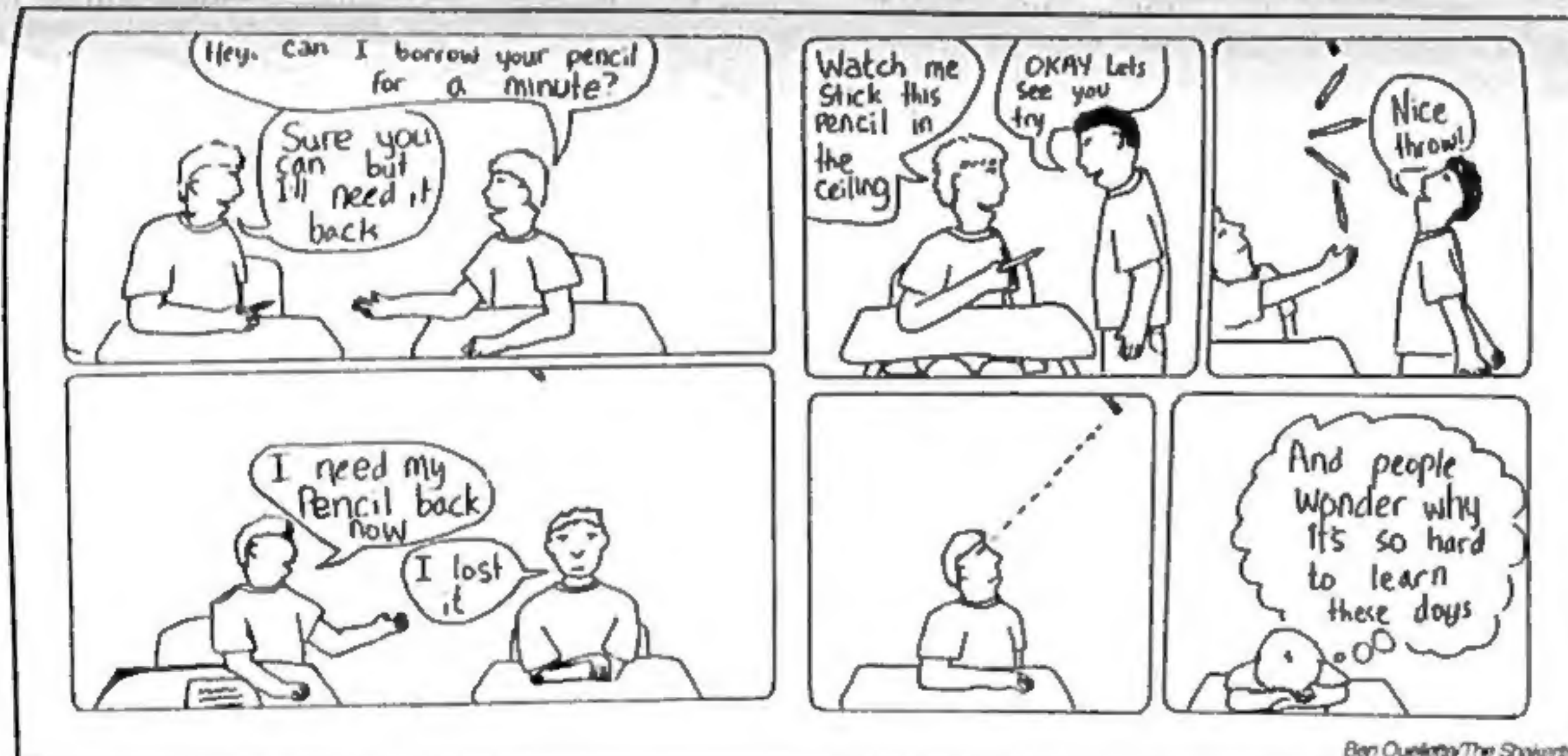
the club SCENE

Environmental Club

Robert Sylak, Adviser
The Environmental Club will be hosting an overnight fundraiser March 2 in the planetarium. Funds will go to the Nature Conservancy's efforts to preserve unique land in Ohio. Recycling has been started and paper is being collected from offices and some classrooms. Anyone interested in helping can come to room 175 after school on Tuesdays.

DECA

Mark Leimsieder, Adviser
On March 1 DECA attended the DECA district competition. They competed for a chance to go to states in Columbus, Ohio. DECA accompanied 15 other schools and took home six trophies in five different areas: Phoebe Lee, Kawana Johnson, Monique Hurd and Tiffany



Ben Quintero/The Shakerite

The Shakerite

Volume 72 • Issue 5
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The Shakerite is a public forum published eight times yearly for and by the students of Shaker Heights High School.

Letters to the editor must be signed and may not exceed 200 words. Letters, subscription and advertising inquiries should be delivered to the Shakerite office in Room 229, or mailed to: The Shakerite, 15911 Alderside Drive, Shaker Heights, Ohio 44120. The Shakerite reserves the right to reject or edit any letter to the editor or advertisement.

Opinions expressed in The Shakerite articles are those of their respective authors, and do not represent the views of The Shakerite, Shaker Heights High School or the Shaker Heights City School District. The "Rite Idea" presents the views of the editorial board; however, it may not reflect the opinion of The Shakerite staff.

The Shakerite is composed electronically using MII computers and is printed by PM Graphics, Inc. in Twinsburg.

The Shakerite is affiliated with:

- Columbia Scholastic Press
- Journalism Education Association
- Northeast Ohio Scholastic Press Association

Heights High principal's employment in question

By Will Wemer
News Co-editor

Teachers and students at Cleveland Heights High School aren't sure what has happened to their Administrative Principal Ovella Roulette-McIntyre, who left Shaker for Heights last year.

Joanne O'Brien, special assistant to the superintendent for marketing and communication for Cleveland Heights-University Heights Schools, said McIntyre is on "administrative leave" from the high school at this time.

O'Brien said that her leave was to attend a national education conference in California.

O'Brien stated that James Cipoletti, the current principal at Heights, was expected to retire at the end of this school year, and McIntyre was then to take over as principal starting in September 2002.

However, O'Brien said, Cipoletti has decided not to retire and will keep his job at principal.

Therefore, said O'Brien, "Mrs. McIntyre will be reassigned, but

we will still honor her two-year contract."

Principal Cipoletti did confirm that McIntyre was on "administrative leave," but was not at liberty to say why she was on leave at this time.

According to Shaker Assistant Principal John Addison, administrative leave is when a staff member "is not fired, but no longer comes to work every day, and receives their salary."

Attempts to reach McIntyre at her work number did not produce a response.

McIntyre accepted the job last spring, ending her 21-year career at Shaker.

During her employment at Shaker, she taught math at Woodbury and the high school until 1993, when she became a assistant principal at the middle school for one year, and then at the high school until last year.

At Shaker, McIntyre created and supervised PROBE, a weekend program designed to help students pass the state proficiency tests.

Students deem new tardy policy too strict

By Kyan Safavi
Staff Reporter

Ring! Time to get to class — or else!

"I used to say, 'Oh, who cares? That's just the bell.' But now it's a bit different. There's a little extra spring in my step to get to class," freshman Chris Nau said as he plodded to second period. "Tardies are the devil!"

The new tardy and cuts policy implemented last week should crack down on students who are consistently late. The administration feels that the policy targets one of the roadblocks of academic excellence, but some students consider it too harsh.

"Absences and tardies aren't the biggest problem at our school. [Students] don't need to be told to be on class on time. We know that we should and anybody who isn't should deal with it in their own way," said junior Taylor Smith.

The new tardy policy works on two levels, the first leaving teachers responsible for the correction of students and the second bringing much harsher consequences. For tardies one through five in any given class, a

teacher may hold a conference with the student, give an after school detention, call the student's parents, or exercise any other appropriate action deemed necessary to correct the behavior.

However, the significant changes in the plan are obvious at the second level. After the fifth tardy, punishments will become increasingly severe. After the ninth tardy, the student will serve a three day in-school suspension and will be removed from extra-curricular activities for the remainder of the quarter.

Along with the tardy plan is the new, firm approach to handling absences or cuts. Similar to the tardy policy, students will be allowed a certain number of cuts before successively sterner consequences take shape. Eventually, it could mean indefinite suspension for all students.



Will Bostwick/The Shakerite

The tardy policy has sparked controversy among students. Sophomore Paige Jones believes that "tardies are nonsense."

Yet teachers say the hall situation has gotten out of hand.

"I'm out there ninth period, and a lot of people don't go to class," science teacher Kenneth Culek said.

Some teachers noted tardies are a bigger problem in lower-level classes, such as college prep. "It's not really a problem at all in my honors classes," biology teacher Paul Repasy said.

Statistics also indicate a correlation between tardiness and academic difficulty. One hundred sixty-six students with 10 or more unexcused absences have a 2.0 GPA or lower. Yet, only 22 students with GPAs above 2.0 have 10 or more unexcused absences.

Principal Michael Griffith, who addressed the student body via P.A. on Feb. 18, said, "If you're not in class or consistently late, it is unlikely you will attain high achievement. Let's keep working to make our school better than ever. Let's make our learning environment something we can be proud of. We can be better."

Earls promotes education -- don't leave home without it

By Katie Glass
Staff Reporter

With humorous stories, quick raps and creative play on words, NASA deputy director Dr. Julian Earls kicked off African-American History Month Feb. 6 with a motivational speech.

Earls spoke about universal issues ranging from earning a good education, being a determined individual, teenage dating, and

having self-respect.

He emphasized the need for African American History Month, though he regretted the need. "I am sorry the history books are not inclusive," he said.

Earls was born into a poor family in Portsmouth, VA. He now lives in Cleveland with his wife. An avid runner, he explained that the sport became his passion, fueling his desire to complete nu-

merous marathons each year.

Personal experiences and crafty sayings enhanced the speech for students such as sophomore Deborah Beim.

"He was very good at getting what he wanted to say across to teenagers," Beim said.

"Education is like Coca Cola Classic. It is the real thing. It's like GE. It brings good things to life. It's like Nationwide, it is on

your side," Earls said, eliciting laughter from the crowd.

Sophomore Michael Bell gave credit to Earls' quick tongue.

"I liked the way he twisted his words," Bell said.

Students preferred Earls' speech to that of Samella Abdullah, who offended many people last year by referring to white people as "European white oppressors."

Sophomore Morgan Williams, a family friend of Earls, compared him to Abdullah. "He talked more about the future than he did about the past," Williams said. "The lady last year was crazy."

Earls ended his speech by challenging Shaker to strive for excellence. "What will the history books of the future say about you?" he asked.

The Young Scholars Program at Maryland

This summer, check out hot courses on a cool campus!



The new Young Scholars Program for rising juniors and seniors at the University of Maryland (July 15-August 2) is the perfect way to get a start on your college education. Test your academic and career interests first hand as you participate in college-level, credit courses. You can even live on campus!

Programs include: Design Career Discovery Workshop in Architecture, International Political Relations (ICISS), Digital Directions Arts, Humanities and Technology, Introduction to Kinesiology, Humanities and Social Studies — Select one course: Film and the Narrative Tradition, Contemporary Moral Issues or Introduction to Contemporary Social Problems.

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For more information, click on www.summer.umd.edu or contact SPQC, our one-stop shop for students seeking information about summer programs, at summer@mail.umd.edu or 301.314.3572 or toll free at 1.877.989.SPQC. Applications are now being accepted through May 15.



School drafts changes to evacuation procedures

By Jennifer Broadbent
Managing Editor

Imagine if you were asked to calmly leave the school building, walk with the rest of your classmates to Woodbury, waiting as everyone boarded school buses and ride to the middle school.

This scenario is now possible with the school district's safety and security plan. The plan includes updated procedures for fires and tornadoes and new plans to deal with intruders and full school evacuations.

School officials would not disclose specifics about the plan for this story. However, details were presented to the high school faculty at a January meeting seeking input.

Senior Lindsey Schilling thinks that the new plan is unnecessary. "I think fire drills and tornado drills take care of most situations. A large plan seems extreme," she said.

In case of an evacuation, high school students and staff would be discouraged from using their cars because doing so would impede the progress of emergency vehicles. However, students may have other plans. "I wouldn't stay. I would just go home. People in the high school aren't going to follow directions. It would just be a big cut day," junior Stephanie Kelly-Nunn said.

District spokeswoman Peggy Caldwell acknowledged the challenge of keeping the student body together. She explained that the high school is a specific problem because of an open campus and student mobility. "The students have to understand that

they need to cooperate for the good of everyone," she said.

Even with this knowledge, parents are most concerned about their own students' safety. "I think I would tell her [my daughter] to do what she feels most comfortable with, either going home or taking the buses. She has a cell phone and can call me," said Jacqueline Schilling, Lindsey Schilling's mother.

The safety plan was revised in response to Sept. 11, school shootings around the country and a law passed by the State Senate last year mandating safety plans for schools.

"The original school plan had met the state requirements. We just wanted to take this opportunity to ensure that our plan covered all emergency situations," explained Assistant Superintendent Christine Auginas. "We didn't have far to go. We are proud of the plan we already had," Auginas said.

In addition, procedures for school visitors have been tightened. Now all visitors must report to the school office to sign in and receive a visitor's pass. In many school buildings, including the high school, outside doors have been locked leaving only one or two methods of entry to the school.

Parents of all students will be notified of the plan within the next few weeks and a large manual for the main office as well as smaller reference plans for every staff member are expected in schools by the end of March. School officials are also considering an evacuation drill at one district building.

Students dig deep into wallets for projects

• Does spending more money result in a better grade?

By Kelly Schaefer
News Co-editor

After 14 hours of painting, 43 transparency copies and expenditures of more than \$200, the exhibit was perfect.

Scholastic Art Competition? No. National History Day project.

"Without a doubt, I think that if we had had the same board, the same pictures, the same information without the painting or transparencies, we wouldn't have passed," confessed junior Kate Whitney.

The time and money involved in some of this year's elaborate National History Day displays shone light on student dedication to the annual competition — and the lengths they would go to ensure an A.

"I've written so many research papers, and this is the only opportunity I'll have to do something like this," Whitney said. She added that she hadn't intended to spend as much time or money as she did.

U.S. history teacher Tim Mitchell did not think that excessive spending was necessary to attain a high grade or do well in the competition.

"I think it's about the quality of the product. By spending a lot of money, you can't guarantee yourself a good grade or a good project," Mitchell said.

Sophomore Mark Vieyra, whose group of four spent about \$50 on their project, thought those who painted their displays had too much time on their hands. "I think people spend a lot of money on stuff that doesn't make it look that much better," Vieyra said.

Juniors Sarah Wang and Emily Sy bought new video-producing software to better present their documentary on 1930s singer Marian Anderson. "It was pretty expensive, but I think it was really worth it. It was fun to learn how to use it, but I'm glad we don't have to go through reading the manual again. I think getting the chance to make the documentary has gotten me more interested in what else I can use it for," Wang said.

Junior Maggie Lassar and her group spent around \$40 on a wire cage that she and other group members fitted to their display board. Screws, hinges and barbed wire added to the effect.



Sophomores Brett Heeger, Paul Bixenstine and Owen Hearey's project on display in the library for National History Day.

"We got a pretty good grade on it, but we're never going to use the project again after we enter it in the competition," said Lassar, whose group spent around \$85.

Thrifty students, such as junior Blair Scott, were able to construct their displays by spending about \$20. Scott said the board was under \$10, and the other money was spent on photocopies and glue.

Mitchell said that lack of money did not seem to be an issue for any of his students.

"No one came to me and said, 'We'd really like to do this but can't because of the resources.' If people did have a concern, there would be ways to help them find substitutes," Mitchell said.

ID maker's website presents vision, not reality

IDS FROM PAGE 1

Executive Director of Curriculum James Paces said

"There is no radio chip in the ID cards. Originally seniors would have had their cards read by a sensor in front of the senior lounge to open the door and access the room. The construction [of the North Gym and new social room] put this all back, though," Paces added.

According to IPS Vice President of Product Development Jim Butkovic, the information should not be on the website.

"That information should probably be taken off the website. A lot of these applica-

tions were purchased but never implemented," he said.

IPS promised to remove the information. At time of publication, however, it was still on the site.

An analysis of a June 17, 1997 district purchase order shows that former Shaker schools Treasurer Dan Wilson authorized buying \$45,402 of equipment from NewMarket Solutions, IPS's parent company. The purchase order includes many of the features on IPS's website.

However, only \$26,000 of supplies was actually purchased, none of which was to be used to control access to the senior lounge or to create IDs with radio

frequency chips.

"Right now the student ID that you use has a photo and a barcode on it. It is used at the library, but the barcode could be used as a debit card at the cafeteria or to control access to a location," Butkovic said.

According to Shaker Schools Director of Communication Peggy Caldwell, the cards are used at the elementary school libraries.

"At the elementary school libraries they have a book with student names and corresponding barcodes. The librarian scans the barcode on the book the student wants to take out and then scans the student's barcode," she said.

A similar system does not exist at the high school library.

However, the high school is beginning to expand the role of student IDs. Seniors have had to show their IDs to access the social room since Feb. 18.

"We made new IDs for the seniors. They are different because

they have a red border on them," said Janell Chelune, who is responsible for the new IDs at the high school.

"It's really to allow them more freedom. We printed new ones for the staff, too, and put them in all their mailboxes. We might even print new ones for every grade [with different colors] I am not really sure if that will happen though," she added.

Chelune said that at Mentor High School all students and staff must wear IDs.

Sophomore Cody Rose does not favor such a system in Shaker.

"I do not want people to go overboard with security like that. It would be ridiculous," he said.

According to Caldwell, Shaker does not plan to require students to wear IDs at school.

Nevertheless, Paces said that the district has considered increasing the uses of ID cards.

"In the long term we would like to use ID cards to provide access to the buildings in the dis-

trict and maybe even to take attendance on school buses," he said.

According to Paces, students might also be able to put money on their IDs and use them as debit cards in the cafeteria.

But according to Caldwell, such advances aren't in the works right now.

"The [use of IDs] has not gotten as far, as quickly as we had hoped. During this school year we have made up a lot of time. The turnaround time for getting the IDs into use has been reduced. In the future the card might be used... for electronic access control, but that requires an investment we do not have now," Caldwell said.

As it is now though it will be hard for some students, like junior Liz Habat, to find their stashed away IDs if they are ever needed.

"I lost my card. It's a really bad picture though, so I don't mind I don't use it at all," she said.

Charges may be filed over student sex tape

By Jennifer Broadbent
Managing Editor

A junior female student at Shaker has alleged that she was unknowingly filmed while having sex with a fellow male student. She accuses him of making the tape, bringing it to school and showing it to a group of students.

"I feel bad that this type of thing happens everyday," she said. "I also feel bad that adolescent boys think that this is acceptable behavior." According to the student, the male student is in the process of being expelled.

In a telephone interview, the male student denied any knowledge of such a tape, but said that

he has been suspended for 10 days.

Assistant Principal John Addison declined to comment on this incident, citing the need for student privacy.

The female student's family plans to file a civil lawsuit and is considering pressing criminal charges. "It is a very delicate situation," the girl's mother said.

"We aren't out to beat the band or blame anyone, but we want it known that this situation exists and has happened before," the mother said.

She was referring to a 2001 incident involving a senior boy who was prosecuted for making a sexually explicit videotape at his home.

Shaker Heights

Teachers' Association

SHTA

Professionals
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Dedicated To
Shaker's Youth



letters to the EDITOR

Student attitude makes the school

To the editor:

It was a pleasure to hear Dr. Julian N. Earls' assembly talk honoring Black History Month. He is a wonderful example of a role model for anyone, white, black, Hispanic, etc., growing up poor or disadvantaged. He stressed that a satisfying life and a successful career require dedication to the hard work of acquiring a good education. Rightfully, the audience cheered him with a standing ovation. However, I doubt that his admirable speech will make a significant change in the attitudes of many of the students who applauded him.

Of the many articles I have read about the problems in education, I have yet to find discussion of the real problem, namely, the attitude of the students. Lack of funding, poor buildings, insufficiently qualified teachers, etc., are contributing factors in many districts. Are these reasons for the problems in Shaker Heights? Shaker taxes are high in support of education. The administration works hard to maintain the facilities, provide qualified teachers, modern (but no too expensive) slick illustrated textbooks, remedial programs, tutors, role models, (students and faculty), VCRs, laser discs and innovative programs to motivate students and make the education process more attractive to them.

Yet many students at various levels, middle and high schools, have poor or no study habits, little sense of proper dress or decorum, little or no respect for teachers, especially substitutes, and very little intention of acquiring a useful scholarly education.

Apparently social passing has become the norm in the Shaker system in spite of all the amenities available. I write from my observations of middle and high school students during five years as a substitute teacher in the Shaker system.

Sincerely,

Paul Olynyk, Ph.D.

Why private schools excel

To the editor:

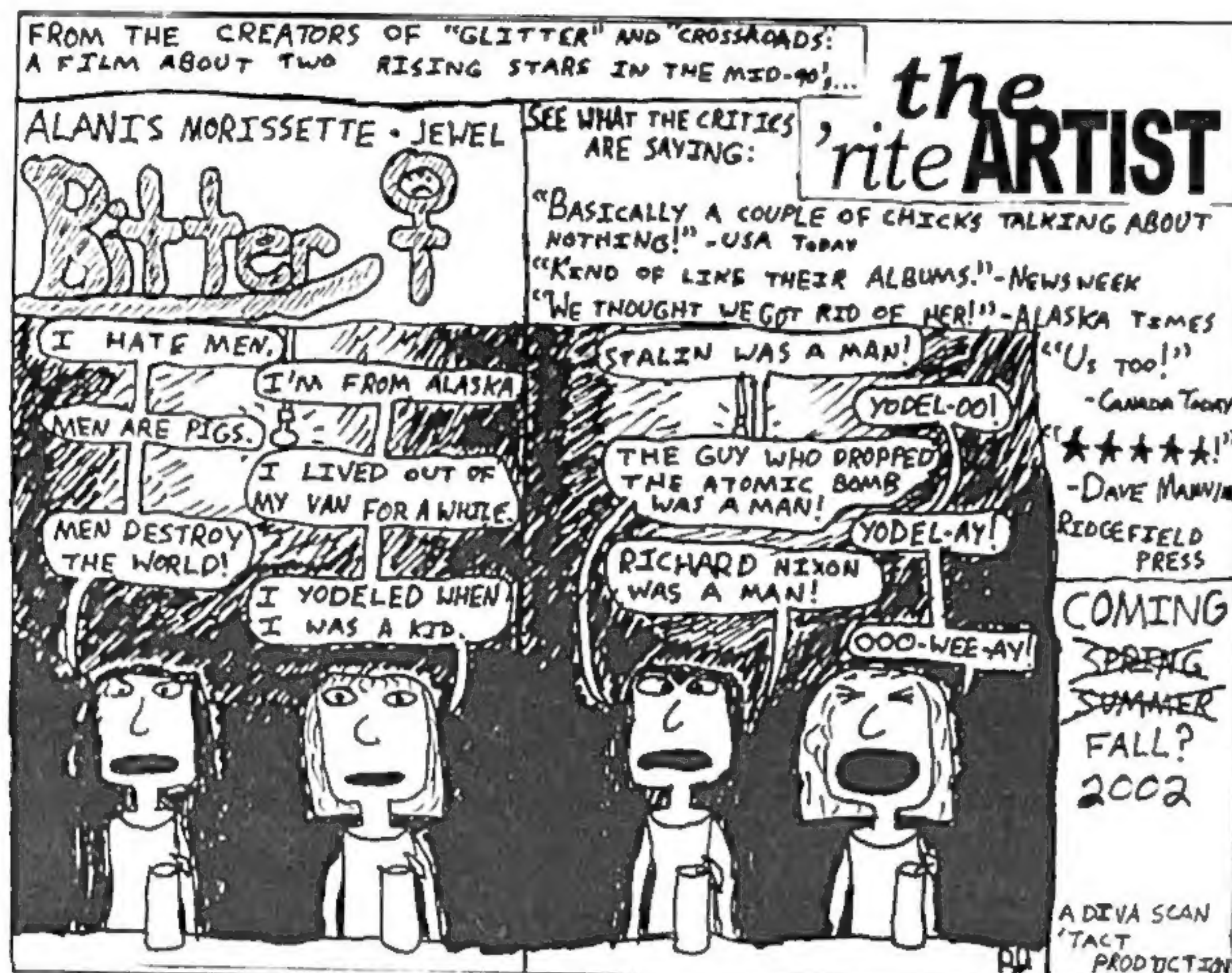
This is a comment on your Dec. 21 article on the sports championships won by private schools. I taught 25 years in Catholic high schools, 15 years in public high schools.

Five reasons for this private school excellence: (1.) Junior high athletes (7th - 8th grades) admire well-organized, disciplined teams like St. Ignace and want "to play for a winner." (2.) Parents of these athletes want strong academics and high college attendance. Most Catholic and independent schools fit the bill. (3.) I taught in a Catholic high school that was 120 years old and had 10,000 dues-paying alumni. Most public highs can't match that kind of tradition and support. (4.) Varsity practices in private schools are highly intensified and disciplined. Not all public schools can say that although schools like Canton McKinley and Massillon can. (5.) Of necessity private schools have tuition assistance programs and many athletes qualify for need. Thus the canard that these students have "scholarships."

A final point. When I taught in public schools, I noticed that many coaches and teachers there were reluctant to praise Catholic and other independent schools for their excellent academic, athletic and cultural programs. Instead they made excuses or offered innuendoes like the one in your Shakerite article: "I don't have absolute proof, but my guess is that there is recruiting."

Sincerely,

Charles J. O'Fahey, Ph.D.



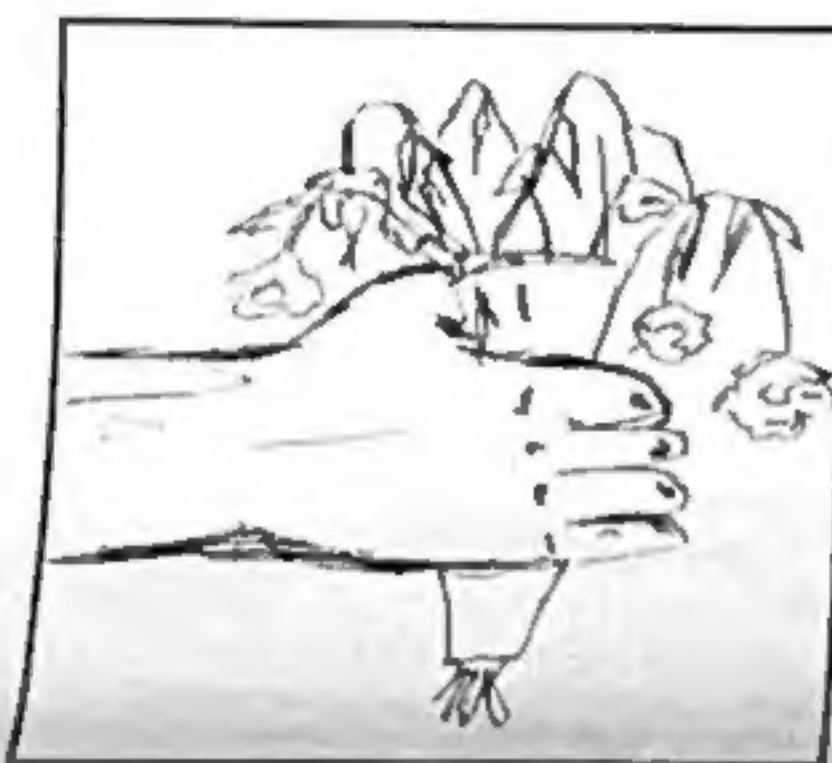
Carnation sale all dried out

By Laura Goldberg
Guest Writer

Every year we are graced with the presence of the Valentine's Day carnation sale. And every year I am disappointed. I cannot remember ever caring about receiving those unattractive flowers. Actually, I cannot remember receiving any of those unattractive flowers. Well, there was that one in tenth grade from a girl who wrote, "I don't really know you but one day I heard you say you never get any carnations so I sent you one." And last year a certain boy said, "I was going to buy you one but I didn't have time," and gave me the one I had so graciously given him. Those were pity and reject Valentines - the worst kind.

So what if I'm not your typical carnation receiver, who is? A popular person.

Every Valentine's Day I look forward to walking down the hall empty-handed and seeing the Homecoming Queen-types cart around so many carnations



that they leave a trail behind them. People like me take advantage of this, picking up the refuse and carrying it as if it were meant for us in the first place.

"cannot remember ever caring about receiving those unattractive flowers"

I also see boys, the popular ones with just as many carnations as their female counterparts, and the others with just one or two flowers from a shy admirer.

And who bought these carnations? The typical carnation buyer is five feet, six-and-a-half inches (with platform Steve Maddens on), blonde (from a bottle), and well dressed. Oh, wait! That would be the popular girl! She spends a small fraction of her income on carnations for all of

her friends, and buys an extra ten for her boyfriend.

For any other teenager this would put a rather large dent in the wallet, but she has seemingly unlimited funds thanks to mommy and daddy.

Other buyers include shy girls who sign "secret admirer" on a card to some guy, and boys who only buy them out of obligation to their girlfriends.

Where do these carnations end up, you ask? Usually girls respect the life of their flowers and take them home to a bit of nourishment and a peaceful death.

But boys? For this I went straight to a reliable source: senior Elliot Lyons, who receives approximately five carnations each year, said, "I let that [expletive deleted] sit in my locker until it rots."

Similarly, the boy who gave me the reject Valentine last year justified it by saying, "I would have thrown it out anyway."

So, these carnations that some wait so eagerly for are just a waste, destined to make people like me feel even less wanted for a day. No, wait, make that two days - someone just had to extend this sad ritual to Sweetest Day.

Diversity issues must be addressed

Every February we march into the auditorium to see performances and guest speakers in celebration of African-American History Month. We get the same spiel. Shaker is a diverse school district and we celebrate African-American History Month because African-American History is everybody's history and blah, blah, blah.

The truth is that Shaker is no more united during African-American History Month than we are during any other time of the year. We are deluding ourselves and disrespecting the spirit of African-American History Month if we ignore the racial segregation at the high school.

Shaker has kidnapped African-American History Month and used it as a cheap cover-up for our diversity issues.

We face real problems here

at Shaker. The percentage of African-American students continues to grow while the white population remains steady, many AP and honors classes are close to exclusively white while many CP classes are almost completely African American.

Any time we gather in a group - in the cafeteria, outside after school and in the auditorium - we separate along racial lines with few exceptions.

It's time for the administration to stop giving lip service to African-American History Month in an effort to maintain Shaker's facade of diversity. It's also up to the students to stop accepting it.

It's obvious that the administration has no interest in solving the diversity issues at Shaker because it won't even admit that we have diversity issues.

If adults at this school want to pretend that everything is hunky-dory than that is their right. Stu-

dents, on the other hand, should know better than to rest on our laurels when we know that everything is not fine.

It is up to us to change our school. The administration is not going to do it. We have to make an effort to associate outside of our comfort level.

We have to try hard to learn about each other's experiences and not make prejudicial decisions about what others think, feel and do.

Within 10 years every one of us will be working, voting adults with real power to change the world. We need to start now to break the cycle of segregation so that we can promote truly diverse communities wherever we are.

the rite IDEA

A speaker who spoke to everyone

After inviting a speaker who turned out to be polarizing and inflammatory to kick off the high school's African-American History Month celebration last February, it was comforting that the administration chose Deputy Director of NASA Julian Earls to speak this year.

He addressed the importance of African-American History Month as a time for drawing attention to the achievements of African Americans, and as a time for taking responsibility for one's actions.

Unlike last year's speaker, Samella Abdullah, who denounced Caucasians as being "European oppressors" who first enslaved blacks, Earls' words were reasonable and often entertaining.



Will Boshack/The Shakerite

Speaker Julian Earls spoke with poise and conviction Feb. 6.

When the speech was over he rightly received a standing ovation from all of his audience, not just the African American population.

Enron debacle shows that reform is necessary

•Corporations easily able to deceive stockholders with dishonest auditing tactics

By Rob Rains
Opinion Co-editor

One of my favorite movies is "Boiler Room." The plot revolves around characters in a small brokerage firm that pushes stocks for companies that don't exist. When I first saw the movie I thought that there was no way that this sort of thing could ever really happen. I mean, the Securities and Exchanges Commission has certain regulations and auditors that are there for the specific purpose of making sure that an actual product is being made and that whatever company goes public maintains its legitimacy. After the Enron debacle, a bankruptcy that paralleled the movie in many ways, I am no longer as faithful.

For starters, the current system allows for independent agencies to audit companies under almost "honor system" faith. This wouldn't be so bad if not for the fact that many times the companies that audit the corporations invest heavily in the corporations and are reluctant to report any discrepancies. What's a few extra millions to a company's per annum revenue. I mean, it's not like we're stealing right? Somewhere employees of

Arthur Anderson are snickering. After reporting that estimated earnings for Enron were a lot closer to \$54 million than the \$105 million projected by the company in their quarterly report for the fall of 1997, Arthur Anderson backed down. Enron was cooking the books for years with one of the "big five" independent auditors in their back pocket.

Former SEC chairman Arthur Levitt wanted to make drastic reforms to the system in 1997. He proposed capping the percentage of stock that companies could force their employees to invest into the company to 10 percent,

and also have the auditing of the companies done by the government. The then-Republican Senate pounced on Levitt, with the usual rhetoric about keeping

the government out of the economy (and with Enron being targeted in Levitt's proposal as part of the "big six" corporations it was even more difficult to be taken seriously). But as of late even President Bush has changed his tune, claiming that 401(k) reform is on the horizon for the next year.

Even if Bush is able to make the changes he wants, such as finally capping the percentage that corporations can force their em-



Rick Jennings/The Shakerite

ployees to invest in their company — a rule that forced thousands of Enron shareholders to watch in horror as the stock plummeted from a high of \$90 down to almost \$50 — there are still many other knots in the rope that is the stock exchange.

While corporations, under the Securities Act of 1933, do not technically have to answer to much more than their stockholders, most companies have a board of trustees to oversee operations inside the company.

The very idea that companies can shirk enough restraint to report their own problems to the

SEC is ridiculous to say the least. It is irresponsible of the SEC to allow this type of corruption by upholding this outdated law. With Republicans in their back pocket (President Bush's nickname for Enron CEO Ken Lay was "Kenny boy"), Enron destroyed the

lives of thousands of hardworking and decent Americans.

So, President Bush, put down the bag of pretzels, take out a pen and make a note, "More oversight in the economy." Otherwise, we'll just ask a new president in about two years.

"Somewhere, employees of Arthur Anderson are snickering."

School climate is a little too cool for comfort

By Rick Jennings
Art editor

We've made it to February. We've reached the peak of the hill of coldness, and we're ready to get on our sleds of high school life and slide down the hill of time into the snow drift of spring.

Pretty soon it will be time for spring cleaning, and when you empty out your locker, you'll find enough sweaters, sweatshirts, coats and mittens to keep an entire Scandinavian nation warm for a winter.

Much of the problem lies in the school's archaic heating system. Dating back to the original North Union Shaker settlers, our building's heaters are in pretty poor shape, and function in a completely different plane of reality.

Some heaters just blow out continuous heat, turning classrooms into saunas. Some, particularly in the front of the build-



Rick Jennings/The Shakerite

ing turn off in the winter.

Some change every day, so you never know what to wear to class. Some simply give up and make ominous fizzing sounds. The thermostats are a mystery to me. I doubt the numbers on the front have anything to do with the actual temperature (34 degrees), and even if they do, they use the Kelvin system. The twisted, demented computer minds inside these gray boxes usually just regulate the temperature in a room, and make it much more unbearable. The teachers can't adjust them, and the custo-

dians are too busy to come and change the temperature setting, so everyone just freezes or sweats.

For now, layers are the only solution, besides bringing a space heater to school. (I recommend kerosene.) Always have an outfit for every possible classroom temperature, from Liquid Nitrogen to Volcano Core.

The winter wreaks havoc with the teachers' attendance sheets. Even if everyone comes on time to class, they all have to leave almost immediately to get sweatshirts from their lockers. I propose that the worst classrooms be equipped with cubbies, reminiscent of elementary school. Each student (and teacher) who uses the classroom should have a cubby in which to put all the

various layers of clothing. If it's too cold, get a sweater from your cubby. If it's too hot, put a layer in the cubby.

If you want to help the situation in the future, pressure the school board, administration, President Bush, or whoever, to

update our school's climate control system. While you're at it, ask them to

put in some central air conditioning for when June rolls around.

Or take matters into your own hands, like I do, and speed up global warming by spraying aerosol cans directly into the atmosphere.

But whatever you do, no matter how cold it is in the props cage, don't light a fire to warm yourself.

"For now, layers are the only solution (besides bringing in a space heater)."

Open up the senior lounge to underclassmen

By Joseph Tartakoff
Co-editor in chief

The senior lounge has become a center of conflict between classes at the high school. There are two solutions — get rid of its exclusive perks or abolish it altogether.

On Jan. 16 two freshmen were lined up to buy pop in the lounge. A senior, feeling that his class's turf was being violated, took away their money.

This is not an uncommon inci-

dent at the lounge, which only the senior class can enter. This time, however, the two freshmen could not suffer the indignity of losing a dollar.

Therefore, they called up two friends who attacked the senior in the South parking lot. The senior was taken to the hospital and received five stitches.

"The senior lounge's exclusivity has become a problem."

Underclassmen should be allowed to purchase pop in the senior lounge to avoid having one class control an entire area of the school. After all, the use of the lounge by the class of 2002 is a privilege and not a right.

If the administration fears that taking such an action could lead to uncontrollable crowds around

the machine, it can simply move it to the fencing room.

When the class of 2001 damaged the sofas in the lounge, they were taken away. A similar action could also be taken with the vending machine.

The senior lounge's exclusivity has become a problem. If the administration is serious about improving the school's atmosphere it should take a simple step and allow everyone to purchase food in the lounge.



On the campaign trail

By Alex Madorsky
Staff Reporter

As many of you already know, I am currently seeking the Democratic Party's nomination to be the next governor of Ohio. Do not worry — I will not subject you to political propaganda clamoring for your support. Rather, I want to talk to you about the process of seeking public office.

Campaigning is at first a lonely and daunting task. At my first campaign stop, outside the Joseph-Beth bookshop at Shaker Square, I didn't know how I would ever get 1,000 people to sign petitions getting me on the ballot. At first I felt like a complete idiot but I soon realized that the only way to collect signatures was to ask.

Campaigning prowess definitely improves with experience. For every successful outing, there is likely to be one complete bust on the campaign trail.

The more literary and open-minded crowd at Joseph-Beth bookstore was much more willing to sign nominating petitions.

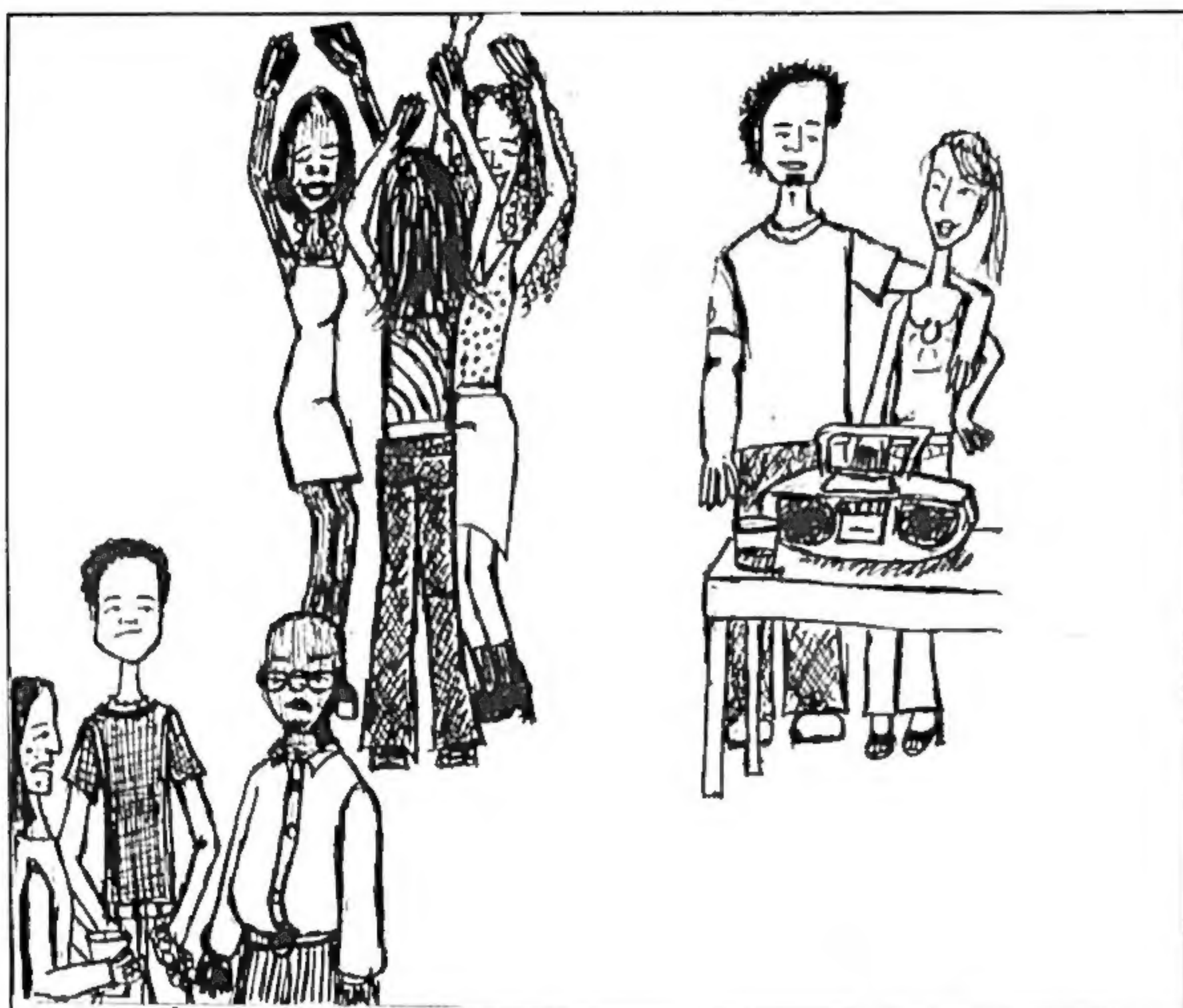
Even though it is difficult to pass the hurdles needed to get on the statewide ballot, running for public office has restored my faith in the democratic process. Although collecting 1,000 signatures from registered voters is an administrative detail for professional politicians, a candidate with no money and no institutional support needs to work night and day just to qualify for the ballot. At the beginning of the campaign, I exchanged nearly daily e-mails with the Ohio secretary of State's Office, trying to make sure not to break campaign finance laws, and to make sure every "t" had been crossed and every "i" dotted.

Most people are willing to listen to an 18-year old tell them why he or she deserves to be on the ballot without dismissing the candidate as a joke or a wacko. I was nervous speaking to citizens at first, but over time I began to look forward to soliciting signatures.

Much of my speaking and campaigning has taken place at local Democratic clubs, and participating in these meetings made me realize that community activism and community politics are still alive and well. I give speeches to the crowds at Democratic clubs that attack the Republican governor, the Republican General Assembly, and Republicans in general and that rile up the masses.

The networking opportunities created by running for governor are unparalleled. I have had the privilege of meeting most local Democratic politicians.

I need to submit 1,000 signatures to get on the Democratic primary ballot, and expect to collect enough valid signatures to qualify. Running for office is not easy, but it is a worthwhile process that proved to me that our nation's political system essentially works.



Rachel Morgenstern-Clamen/The Shakerite

Shaker students proud to be bad

By Ashley Davies
Opinion Co-editor

A couple of weeks ago, many criminology students were given a survey designed to determine whether or not they are deviants. To no surprise, some of Shaker's finest qualified. While it's not so shocking that some students scored "well," their prideful looks were a little startling. Not every "deviant" seemed proud, but a few thought it necessary to brag. Slashing tires, selling drugs and engaging in violence are not unique to the prison population. Our new thugs come complete with good grades, varsity letters and even volunteer work. Being proud of your ability to chug a 12-pack and still set the curve is just plain asinine. Your parents will not ask for a Polaroid of you at your worst to clip onto the refrigerator next to your college acceptance letter.

Far too often, Shaker students

who choose to stay clean at parties feel like outcasts. Perhaps these losers have a good reason: maybe they'd feel guilty if they had to douse themselves in gallons of perfume to disguise the smoke and alcohol stench in their clothing at the end of the night. Or maybe it's just the simple fact that these activities are wrong - and illegal.

I guess that some of us haven't had "fun" during our high school years. Yet somehow, every weekend, teenagers find ways to entertain themselves without impairing their motor skills (gasp).

So go ahead and be proud. Crack open a 40, light up a blunt (or whatever) and get messed up beyond even Cheech and Chong's expectations. But don't be angry when you come back for your 10-year reunion and nobody recognizes you because you can't form simple sentences. Hey, you had "fun" right?

ETS' out-of-date vocabulary now needs to be rethought

An offer for an 'outstanding negro student'

A POLITE RESPONSE TO THE OFFER



Bowling Green State University

Office of Admissions
Bowling Green, Ohio 43403-0005
(419) 372-1000
Toll free 1 (866) 440-0000
Fax: (419) 372-6000
http://www.bgsu.edu

November 29, 2001

Dear Allison,

Congratulations on being a National Achievement Scholarship Program for Outstanding Negro Students semifinalist. Please permit me to use this time to provide you with information about Bowling Green State University.

The University has a deep commitment to enrolling top-quality scholars like yourself. Semifinalist in the National Achievement Scholarship Program for Outstanding Negro Students who have a 3.3 grade point average (based on six semesters' grades) will pay no general or instructional fees at BGSU. Finalists with the 3.3 grade point average at the end of the junior year will have all general and instructional fees plus room and meals paid for them. Both awards are renewable for three additional years should the student meet University scholarship continuation requirements. To receive this award you must be admitted to Bowling Green State University. Enclosed is an application for admission. Please complete and return to our office by March 1, 2002.

If you haven't visited campus and would like to schedule a day tailored to meet your needs, please contact me in the Office of Admissions (419) 372-BGSU or toll free at (866) CHOOSE BGSU. I will be happy to arrange meetings with faculty in your interest areas and in the University Honors Program, lunch in a campus dining facility (as our guests), and a campus tour. We want your visit to be as unique and special as you are.

I hope you will come to see us in Bowling Green. Best wishes for a successful and productive senior year.

Sincerely,

Clarence Terry

Clarence Terry
Director of Multicultural Recruitment

dls

Prompted by a letter from Bowling Green State University, I became aware that the Educational Testing Service, the company that sponsors the National Achievement Scholarship Program, includes the word Negro in the official name of the National Achievement Scholarship. Although this name is official, it does not appear on the PSAT, the test used to qualify for the scholarship competition, or the official website of the competition.

The African-American community generally views the word Negro as a politically incorrect term. As a result, I believe, ETS and most other institutions affiliated with the National Achievement Competition drop the word Negro when describing the competition. This letter is in response to the archaic language used by BGSU and ETS. I wanted to portray what a "Negro" - not an educated African American - would sound like.

Dear Massahs,

I's a-writin' you all to tell you all how happy I be to be a Outstanding Negro.

I think it be real nice for you all to want to give me money and all but I's got a problem cuz ma massah said he ain't wanna let me leave the plantation durin' the cotton season and why do a Negro want to learn cypherin anyway.

But I's got a real good idea, see. How bout you all give me the money you wouldza given me to go to your college but instead I's a use it to buy my freedom. I's a gonna be the first schooled Negro in my family.

My mamma was so happy when I got the letter and she ran right up to the house to ask the little missus to read the letter out loud cuz aint none of us know how read and she was so happy when she heard the Outstanding Negro part that we all started singin and dancin til massah done came and whipped us.

But Pappy done told me to ax y'all some questions. He wants to know if cornbread and greens is on the menu cuz his momma always done said can't no one grow if'n they ain't got no cornbread and greens. He also say he heard once about this work and study thing where'n a body can work while they learnin and he want to know and me too if'n I can pick cotton cuz that's the only thing I can do sides singin and dancin.

Thanky for your time,
Allison Waithe

A plea to African-American students to stop playing the blame game

By Allison Waithe
Copy Editor

Being half white and half African American I have an interesting perspective on interracial relations. I've noticed that a big complaint in the African American community, both at Shaker and in general, is that white people "just don't get it." Whether or not that is true, it's time for the African American community as a whole to stop complaining and make them get it.

Today the only way to make the majority notice is to make it worth their while. Money is the name of the game. Three major companies - AOL Time Warner, Merrill Lynch and American Express - have African-Americans as CEOs. I doubt that, sitting on their mountains of millions, they experience very much discrimination.

Making a generation of economically powerful African-

Americans starts at the high school level. African-American students need to take it upon themselves to help solve the achievement gap issue. We can't be afraid to go into AP and honors classes because we may be one of the few African-Americans who are there.

We don't have to wait until we graduate to make things better for African Americans in the high school. There are some steps we can take to make the student body come together and therefore make our experience as positive as possible.

Stop blaming white people. They don't like that. My maternal grandparents immigrated from Ireland, Germany and French Canada long after slavery was abolished. They aren't descen-

dents of slave-owners. Most white students at Shaker aren't descendants of slave-owners either.

And don't forget about the many Jewish students at Shaker. Their history is full of centuries upon centuries of persecution,

only the most recent of which included the Holocaust. They have just as much right as we do to be angry at

white people and they certainly don't deserve to get roped in with the people whom we feel justified to blame.

As for the few students that may be descendants of slave-owners, it's not their fault. They can't do anything to change their familie's past. It's my guess that the majority of them already feel some level of guilt about their an-

"We don't have to wait until we graduate to make things better for African Americans"

cestors. They don't need someone else to point out the embarrassment of their ancestry for them.

Playing the blame game only perpetuates the feelings of animosity between races. We won't get anywhere if we alienate the very people we're trying to educate with senseless finger pointing.

Act as you would like to be treated. African Americans aren't immune to being racist. Imagine how you would feel if a white person referred to you as "that black boy" or "that black girl."

If you don't want them doing it, you better not do it yourself. A double standard is only going to create confusion, anger and reason for prejudice.

Play the game. Think that you have to work twice as hard to get half as far as a white person? Too bad. You're going to have to do it. We all know that African Americans aren't less intelligent

than white people. So stop acting stupid. Push yourself. Get As. Go into AP and honors classes. We can't afford to slack off. Yes, as a community we'll have to fight an uphill battle to gain equal footing academically. It'll be worth it in the end.

Don't be a hater. Those of us who are doing the right thing and working hard despite whatever obstacles there may be deserve to be respected and congratulated, not made fun of.

The good students are the ones who will go on to be congressmen, informed voters and others who are economically powerful. Those are the people who will close the income gap between African Americans and whites.

No one else is going to do it for us. We need to rise to the same level as mainstream America so that we will have the power to change the way we are treated in our country.

"I do not think that our school is all that diverse. You look at the lunchroom and blacks and whites separate to their own sides. There are even different spots for blacks and whites to hang out after school. Just because a school contains a mixture of races does not necessarily make it diverse. It is up to the students to make a school truly diverse."

PAUL BARTHOLOMAE, JUNIOR

"As one of the very few South Asians in Shaker, I am continually amazed by how accepting Shaker has been. While some stereotypes are present, Shaker students are, at least towards me, mostly open-minded. Although the proportion of Asians and Hispanics in Shaker is very small, I have felt very little racism or discrimination in the schools. I am aware of some instances of racism, yet the predominant reason my parents chose to move to Shaker was for its diversity and we have not been disappointed."

ASHALI SINGHAM, SOPHOMORE

"We are not optimistic enough to presume that there is a simple panacea that will immediately rectify all racial rifts. It is important to note that these are issues that do not solely affect Shaker. They have been, are, and will be prevalent in our entire society for the foreseeable future."

Adolescents are inherently insecure and thus strive to identify and conform with those who share similar salient characteristics, such as race and socioeconomic status. When institutions attempt to force integration via contrived means, it only leads to increased group polarization. High school students resent such attempts, either it is social interaction or even dress code compliance, when this attempt comes from an authority figure. They intrinsically rebel against this authority and the end result is an even greater degree of polarization than previously existed. Progress can be made only if each person takes the initiative and accepts the responsibility to take risks and try and get to know someone who is different. If the only way in life is to grow via new experiences, who among us is foolish enough to throw away the amazing opportunities for growth we have at this school?"

MATT RATNER AND J.R. SIEGEL, SENIORS

"I do feel it is a realistic goal that whites and blacks can be friends."

It is evident that positive interactions between the two can take place. Yet as I gaze the hallways of Shaker, it is also evident that people feel comfortable with others sharing their ideas, activities and race. This does not make these people racist, it just simply means they're in their comfort zone. There are a few students who stand out from the majority and I applaud these people, because I am like the majority; I'm inflicted with the comfort zone plague."

STEVONA ROGERS, JUNIOR

"Hands down we are a desegregated high school. We have a potential melting pot of religions, ethnicities and races far beyond the normal high school, but that doesn't mean that people are integrated. Differences need to be set aside and people need to treat each other as equals. Progress definitely can be made at this school. Dances, pep rallies and other school related activities have always proven to be moments where there have been scarce prejudices and people just having a good time. Taking away pep rallies has been a blow to this school that this administration will never understand. We need more of these events, which could lead to greater unity."

BRANDON RAE, SENIOR

"I think the way people act in the hallway is a lot different than in a classroom. If I was a person who heard a stereotype about how a certain group of people act, and I saw them in the hallway acting like I'd heard, I would think it must be true that they are that way. But how would you know if you don't even know those people? It's like, you can't judge a book by its cover."

TONY DEBARDELABEN, JUNIOR

"Almost all of my friends are African American, but not because I don't like other races or have been raised to only have black friends. The reason is that I find myself getting along better with people of the same race. I feel much more comfortable asking a black person 'girl, did you see Soul Train last night?' whereas asking a white person the same question I might just get a 'yes' or 'no.' There's no elaboration or feedback to follow up. 'Girl, should I get a quick weave or just get it straightened for the dance?' How is a white girl supposed to answer that? They can't, so there's no relationship. I think the same goes for other races as well."

JAMELA DOWDELL, JUNIOR

Why can't we be friends? even the SGORR speaking of race...



let's even the SGORR

By Lisa Moody
Cartoonist: Lisa Moody

In Shaker Heights High School seems to be a utopian world of racial harmony. To some, though, what everyone sees as integration is really just desegregation. While black and white students share the same building and community, often they voluntarily separate themselves.

"I don't feel comfortable with the racial climate at our school," said junior Tarell Hughes. "It's wrong that everyone is going their own separate ways."

"We may be well known for our diversity, but segregation exists here," senior Akram El-Hayry said. "It's more of a self-imposed segregation. There's a white exit to the school and a black exit to the school and kids stick to this like it's their job."

Several alumni, however, reflect positively on the racial atmosphere that they experienced at the high school.

"I value Shaker immensely because it taught me the importance of valuing other's cultures," said Jeff Rosenberg ('00).

"I have friends at college that are only comfortable around people of their own race," said Nate Evans ('00). "I think I would be more prejudiced if I came from a less diverse school."

But what does it mean to experience this diversity? If most students stick within their comfort zone, how are they benefiting from the opportunities that surround them?

"Because of Shaker, when I meet people for the first time, race isn't the first thing I see," senior Stephen Petures said.

Petures is a member of the Student Group on Race Relations. SGORR has worked to educate elementary students about the importance of race relations and human relations for the past 19 years. Because hundreds of students express interest in the group every year, SGORR has been forced to hold tryouts to select its members. This process can create hostility and confusion about the real purpose of SGORR, especially because race is a factor in choosing members.

"I think it is hypocritical because the same people I see in SGORR are the same ones I see in the halls using racial slurs among each other," said senior Alana Wyche.

"I think before we try to do SGORR outside of Shaker Heights High School, we need to do it inside our school," she said.

Other students doubt that SGORR has any impact.

"I think this organization has a great purpose but I'm not so sure that this club actually has influence on any of the students," senior Theresa May said.

"When I was in elementary school, I can remember when SGORR came into my class and although the group made me think, it did not make me want to just go out and integrate with other types of people," she added. "Sometimes I think

There's a white exit and a black exit and kids stick to this like it's their job."

Akram El-Hayry

Thank you to everyone who submitted paragraphs for this section. Due to the abundance of responses, we were forced to choose, and it was hard!

that this school pays too much attention to race. People, in my opinion, hang out with people they feel comfortable around."

Other students doubt it promotes socializing between races.

"SGORR is a group that is designed to help younger children to be accepting of other races. It is supposed to bring different races together and teach people to set aside prejudices. But is it helping to integrate our school socially? The answer is no," said senior Nerys Carew.

However, those who participate are full of only positive feedback.

"SGORR definitely helps to integrate our school because I think the sooner you teach little kids about how to treat each other, the more they're going to remember," senior Roopa Vasudevan said. Vasudevan is a CORE leader in SGORR, which means she is the head of a group of 10-15 students and meets weekly to prepare curriculum for 4th or 6th graders.

"You get to become friends with people of different races in your SGORR group that you might not have been friends with otherwise," said sophomore participant Rachel Smith.

Core leader Ray Iyham believes that SGORR has been extremely influential in his life. "Over the last four years, I have grown as an individual because of this organization and have become aware of many things I would be blind to if not for SGORR."

"SGORR demonstrates the will and the effort of students, but does not guarantee results," CORE leader Joanna Weiland said. "The benefits come only when we all decide to change the climate at this school."

"The answer for me was to stop looking at the quantity of intercultural encounters, because such a focus would only emphasize the divisions between us," said senior Amy Schaller, a member of SGORR. "Instead, the overall quality of my experiences is what's important. I will never feel alienated or unable to connect with anyone based on race or ethnicity. I will be able to not only accept, but embrace different ideas and values without feeling threatened. That matters more to me than tallying the racial breakdown of my friendships."

By David Morgenstern
Staff Reporter

"I know a ghetto. Shaker students know the song by Bishop and the saying, 'But being ghetto' has different meanings. Some view ghetto as an adjective, others as a way of life."

"Ghetto has become a just come to be a term talking about how some black people act," senior Eric Watson said. "It seems to me that both white and black people view it like that."

Others view it as a stereotype. Freshman Ben Wolpaw said, "Ghetto is like a term that white and black people use. But white people sometimes use it when black people aren't around to describe the way that black people act."

Urban radio stations 107.9 and BET have segments where listeners and viewers call in to report "ghetto" behavior. These calls range from reports of wearing inappropriate clothes to the corner store to using toilet paper as diapers for children. Here, ghetto is defined as a way of acting.

"There is a proper way to act," sophomore Jasmine White said. "People who are non-proper, foolish or rowdy behavior to be ghetto. Some people just act that way so people will call them ghetto. It's just not a good way to represent yourself."

To Justin Hollen, ghetto is a way of life.

"People associate ghetto with black people, of being ghetto as being a nigga," the freshman said. "It's just how people act and talk n'wadays."

Just as "ghetto" is used in both an offensive and inoffensive way, there's also a double use of the word "nigga." In today's music, movies and on the Internet, the term "nigga" is as common as it used to be discouraged.

Many African Americans feel the word brings unity to the community, showing a sign of their progress from when they were simply known as "niggers."

"It is a word to refer and relate to one another," sophomore Kari-Nichole Brown said. "It's not bad like 'nigger' cause we have taken it and made it our own."

Hollen agrees that "nigga" is a term used affectionately within the African-American community.

"I mean, it's just another term like talking 'bout your boy, but different," Hollen said. "To us, it is just another word that is in our vocab, it doesn't mean that much."

Other black students think that the negative connotations of the word outweigh the positive aspects.

"I really don't like the word myself, because I think it's calling black people ignorant," junior Ashley Bailey said. "Black people say it to each other and there's no problem, but if a white person says it, then there's a big problem."

Whites tend not to use "nigga" because it is a term reserved for use within the African-American community.

"I don't like the word to begin with, but especially when a white person says it," junior Liz Hahai said. "The word isn't ours, so I definitely tell white people to stop if I hear them using the word."

"Young people may not have the same idea about what the word means because we didn't grow up in the same time period," junior Jose Fontanez said. "We aren't as aware of the harsh reality that the phrase carries."

Teachers feel school isn't a place for it. Science teacher and wrestling coach Charles Morgan posted signs in his room forbidding the word.

"I think it's completely inappropriate," Morgan said. "It should be eliminated from our vocabulary."

"It means different things to different people," Fontanez said. "Because it is viewed in different ways, you should use discretion in how you use it, if you choose to use it at all."



Illustrations by Carl Kautsky

Hot eats and cool treats

• When the hunger hits after school, look here for quick, easy snacks

By Hilry Hazelwood, Mya Robinson, Leah Hitchens, and Matt Seldner
Staff reporters

How many times have you come home from school hungry, barely able to walk through the door, only to find the cupboards bare? You are forced to re-

sort to the dreaded TV dinner.

Even worse is the grueling task of taking off that plastic stuff. By the time you get it open, you may be halfway to the hospital with an IV sticking out of your arm, suffering from exhaus-

tion due to extreme exertion.

Due to numerous near-death experiences, The Shakerite has decided to come to the rescue.

No longer will you have to sit through plastic beef and fake vegetables. No longer will Twinkies and Fruit Roll-Ups serve as sustenance.

We have come up with the definitive guide to post-school snacks. Sure it may

take a little more effort than swinging that refrigerator door open, but believe us, it's worth it.

All your basic food groups are present: Mexican, Italian, Sugar. What more could a high school student want?

Also included is a handy dandy ease-of-creation station to check before you make these snacks.

Our expert tasters have also tried these gourmet delights, and have rated them on a scale of one to five stars,

five being the best.

Well, what are you waiting for? Put the paper down and start cooking! Who knows, this cooking experience may turn you into the next Naked Chef, that guy on The Food Network. Just remember, don't take that naked part literally. We're serious — you could get burned.

Cinnamon Sugar Pizza

- Ingredients:
- 1 plain 12-13" pizza crust
 - 1/2 cup melted unsalted butter
 - 1/4 cup sugar
 - 1/4 cup ground cinnamon
- Instructions:
1. Preheat oven to 450 degrees.
 2. Shape pizza dough according to instructions.
 3. Mix butter with sugar and cinnamon. Brush dough generously with mixture.
 4. Bake 6-10 minutes until crispy. Enjoy!

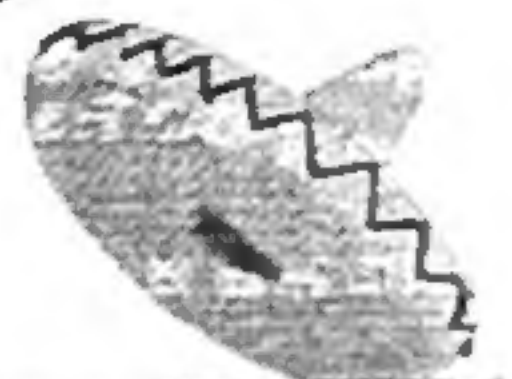
Time: 15 minutes
Ease: Easier than Easy Mac
Overall Rating: *****



Nachos

- Ingredients:
- 14-oz bag tortilla chips
 - 2 cups grated Monterey jack cheese
 - 1 cup of your preferred salsa
 - 1/2 cup of sour cream (optional)
- Instructions:
1. Ground beef on stovetop until brown.
 2. Place a thin layer of chips on a platter.
 3. Sprinkle last layer of cheese on top and spread one layer of ground beef on top.
 4. Bake for about five minutes or until cheese is melted.
- Serve with salsa and sour cream.

Time: 20 minutes
Ease: Harder than uncooked pasta
Overall Rating: ...



The US. census says a lot about a city. What does it have to say about Shaker?

By Sara Reichstein
Feature Co-editor

Out of 30,831 people in Shaker:

- 12,648 own one or more cars
- 64 people don't have household phones

- 66 people don't have bedrooms in their homes
- 2,118 people have 5 or more bedrooms in their homes
- 60% were born in Ohio

- 92% have their high school diplomas or higher degrees
- 6.4% of Shaker are teenagers, ages 15-19
- That is 1,973 teenagers living in Shaker

- The largest age is 15, with 466 people
- Of the teenagers, there are 92.2 males for every 100 females

Courtesy of UScensus.gov

Farthingles make hoops

• The dictionary defines farthingles as skirts, but students take their own spin on the word

By Rebecca Wolff
Feature Co-editor

The Place: The Renaissance Faire. The Time: 30 minutes before your grand debut as Queen Elizabeth. The Problem: Your farthingale is missing. You're in a panic. But wait. You just read about this scenario on www.dnaco.net. You go on-line and stop sweating because there, before your very eyes, are the instructions for how to make a farthingale in 30 minutes. The day is saved, unless you think a farthingale is a type of British currency, like junior Noreen Malone. Unfortunately, you'd be mistaken. "A farthingale is actually a skirt. It can be from 1 to 2 yards wide. No-one wearing Elizabethan garb should be without one," according to www.dnaco.net.

While it was incredibly fashionable, the real question is how one sits down in a farthingale. Fear not, because there is a special seat called a "farthingale seat", created to allow ladies to sit. So next time you're going to a renaissance fair, or out to dinner at your favorite restaurant, don't forget your farthingale.

FRESHMAN



BECKY SIEGEL



PATRICIA CASAL

"Isn't that a type of British currency."

FRESHMAN

"A far away body part that tingles."



EVAN COYNE

"A type of circus."



NOREEN MALONE

"A type of land structure."

SENIOR

JUNIOR

-Compiled by Rebecca Wolff

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Read the
Shakerite

When all Shaker wanted was a clean earth and Rick Springfield



"On early fall and spring afternoons, members of the Shaker Equestrian Society could be seen after school eagerly awaiting Fox's bus, that took them to Red Raider and their riding lessons." According to the 1966 Gristmill, these were some of the club's activities.

FROM CLUBS, PAGE 1

researched the effects of extracurricular activities and has found that participation can result in consistent attendance, academic achievement and aspirations for continuing education to the next level and can decrease the likelihood of dropping out.

Today, aspiring teachers can still prepare for their career in Future Educators of America, while other professional preparation clubs have waned. Shaker featured Pre-Med and Pre-Law clubs in the '60s. The Pre-Law club used mock trials to "explore the various facets of the legal profession" according to the 1966 "Gristmill." Pre-Med aimed to kill rats that might cause disease in poor neighborhoods and explored extra-sensory perception.

No groaning about community service hours: members of the Hi-Y club for boys and Y-Teens service clubs met weekly to make the Cleveland area a better place. In 1963, the girls collected used books to send to churches. The boys raised money for underprivileged youths through parties and football games.

Edward Brunner, who was a

member of Hi-Y, said the club shaped his school experience.

"Hi-Y and Y-teens met at the Heights YMCA building on Lee Road in Cleveland Heights and was a social gathering place. We also did a lot of community projects and sent a few underprivileged kids to

Centerville Mills Y M C A camp during the summers," said Brunner, '61

In the '50s, the Demerit Panel, an independent branch of the Student Council, was a popular activity that gave students the chance to discipline their own peers. The students were responsible for writing demerits for rule-breakers, as well as writing letters home and conducting interviews with offenders. Along with the Demerit Panel, the Boosters, in existence for various years throughout the 1950s, '60s and '70s, monitored the hallways for

misbehavior (including the ever popular "going up the down staircase.") answered phone calls and delivered messages.

Dan Bauer, class of '67, remembers his time in Boosters, where his motives were not always honorable.

"It was a group selected on the basis willingness to devote a free period to serving the greater good of Shaker High — i.e. sitting in the hallway to check whether passing students had official hall passes. In fact that, was

the mission of Boosters — to check on hall passes. It was a dirty job, but someone had to do it. However, I also had a hidden agenda. I would use my Booster time to chat with my then-girlfriend, now-wife of 29 years, Debra Rosenthal SHHS '69," Bauer reminisced. Booster or not, Bauer admits to one minor infraction during his time at Shaker — breaking the dress code by wearing white Levis.

"With the war escalating in Vietnam, hotshots prepared to defend their school from its aggressor to the north, Heights High,"

1967 Gristmill, on the rifle club

How tough is Tuffy?

• The school mascot has a name and other little know facts about our favorite Red Raider

By Simona Krausk
Staff reporter

The hearty football player runs at full speed toward the distant goal post. As he dives headfirst into the end zone the crowd erupts in a thunderous cheer. His uniform is red and white and covered in mud with tufts of grass still sticking to it. A little man dressed in armor with both fists in the air pokes his head through the mud on the jersey.

This versatile little man, Tuffy Raider, is our school mascot. He is often spotted on Shaker sports paraphernalia, from football helmets to basketball jerseys. Tuffy is multitasked — he can be seen clutching a baseball bat or wielding a racket.

Although Tuffy can be found in his illustrated form all over the place, he rarely makes personal appearances.

"During the 32 years that I've been here, the mascot has shown up about four times," athletic coordinator Jerry Masteller said.

Men's basketball coach Bob Wonson agreed. "We've hardly ever had a person dress up," he said.

A search through the archives at Shaker Heights Public Library yielded only a small drawing of the mascot. Forget trying

to find an entire article on the elusive little man, or even a faculty member who remembers the first time he appeared at the high school.

According to Wonson, "The Raider predates anybody here."

There is one person, however, who knows the exact origins of our mascot. Fred Heinlin is credited with envisioning Tuffy. The former football coach came up with the Raider in 1949 after winning the first L.E.L. Championship for Shaker.

A Plain Dealer illustrator brought Heinlin's original brainstorm to life. The artist produced many drawings, and Heinlin decided on one of a knight riding a horse while holding a lance. The athletic department, the principal and the superintendent approved the mascot, and Tuffy was born.

The raider debuted on Shaker jerseys in the late '60s and appeared in his knightly garb, complete with lance. It was only

when he was revamped as Tuffy 12 years ago that he started taking stances unique to his sport.

"I think our raider mascot is cool. I've noticed that all the athletes think it's cool. They like the symbol," said Athletic Director David Sedmak, who added that athletes often request the emblem on their helmets and other sports gear.



Dave Rupp shows Shaker pride while dressed as the Red Raider, Shaker's mascot.



By Rick Jennings/The Shakerite

By Emily Ozan
Staff reporter

Good morning, Shaker! Today the bowling team will meet at 4 p.m. after school. Also, the mid-morning break will be at 10 p.m. and the cafeteria will be open. Don't forget at the dance on Saturday. Guys must wear ties and girls must wear dresses!

Andrew and Roopa haven't lost their grip. These are morning announcements at Shaker High School — in Latham, NY, where the bowling team, mid-morning break and formal wear are just a part of everyday life.

Although another school named Shaker may come as a shock to some, the idea isn't new to everyone.

"At lacrosse camp everyone used to ask me if I was from Shaker, New York, but I was like 'No. Shaker, Ohio,'" freshman Robbie Woodcock said.

One of the main differences between the New York school and Shaker Heights is a mid-morning break.

"Every day we shut the school down and everybody gets a break for 15 minutes. Students, teachers, everybody. It's to have 15 minutes to catch your breath," said William Serritella, the eleventh and twelfth grade principal at the New York Shaker. He added he has heard nothing but good things about Shaker Heights.

Shaker Heights sophomore Nikki Goddard said our New York counterpart's approach seemed wise. "A mid-morning break would be nice," she said, "and I wouldn't mind having a bowling team."

But Shaker High School is more than just a bowling team and a 15-minute break. It comprises about 1,950 students from a suburban middle class community. It is 90 percent white and 10 percent minority.

"We're not necessarily a culturally diverse school, but we try to do things to give everyone a picture of what diversity is," Serritella said.

According to Meaghan McCan, a senior at

Shaker Raiders v. the Shaker Bison

• And no, we don't mean Beachwood!

Shaker High School, students participate in a multicultural day. Classes are suspended and students visit different booths where they learn about different ethnicities.

A multicultural day is nice, but nothing can beat the real thing for Shaker Heights students.

"They lack diversity, and that's one thing major that our school has that we gain from," Shaker Heights sophomore Lauren Weaver said.

With a blue bison as their mascot, Shaker High School's diversity is exhibited in sports instead.

The men's lacrosse program at Shaker High School has been a top team for the last 15 years. Gymnastics is also very powerful at the New York school, which sponsors 27 sports compared to Shaker Heights' 22.

"We have a very good sports program. There is a very small percentage of kids that don't participate in sports," McCan said.

Academics are also very strong at Shaker High School. The school has 10 different AP programs, compared to about 20 AP classes at Shaker Heights High School. The New York school scores highly on annual state tests as well.

"Whatever we have, we're very good in. We always excel," McCan said.

Unlike Shaker Heights, the New York school's students are segregated by grade.

"There are junior and senior halls and a [separate] section for sophomores and freshman. There are separate cafeterias and completely separate sides of the building," McCan said.

Just like Shaker Heights, seniors have a lounge at the New York school. However, the school offers parties for seniors for Halloween, Valentine's Day and during the holiday season in addition to a senior picnic.

Shaker Heights junior Derrick Comedy thinks that Shaker, New York seems like an appealing place. "It's an excellent situation that they have going on and I wish Shaker [Heights] would have the same activities. They have more freedom," he said.

Jahyla: The Goddess of Rebirth of Inner Soul

Freshman Olivia Myles is already an accomplished author. Her poem "Bones" about the September 11 terrorist attacks, was published in the Plain Dealer. She received a plaque of recognition for her achievement. Myles wrote this story as an assignment for her Bridges English teacher, Miss Carole Kovach. "I'm really interested in all of this stuff I believe in rebirth and the soul," Myles said.

Long ago, before the oceans had names and unicorns roamed the earth, there was a very secluded desert in a deep unknown world in Egypt. The air was filled with the smell of sand and the sun never rose for it was intimidated to break into the darkness. The only living life form was the beautiful Egyptian woman Isara, who roamed the empty lands with her husband Nakarum. The Gods struggled in pain and sorrow for they had no place to birth their child. Nakarum held his wife in his arms, and told her stories to ease her pain. He became frightened and began to have thoughts that all would go horribly, and their hopes for a beautiful baby were shattered.

Isara was on the verge of death. She fell to the sand and started to cry tears of unconditional madness. Nakarum closed his eyes and prayed. He prayed for the help of the Gods up above and the blessings of the flowing rivers. Suddenly silence arose and all was quiet. A stream began to bubble beneath Nakarum's feet. The water was crystal clear and as warm as the blood in his body. The stream eventually became a river forever flowing. It flowed through the entire desert, and Isara watched in hope and amazement. The river gave off a powerful light, it shone through the ebony darkness, and made a crack in the midnight sky. Nakarum stared in awe at the magnificent glow. Through the light he saw all he had hoped for. Beneath him the water was still forever warm, and from that river evolved a precious quilt. It was made of pure silk and was the color of a ripe plum. It was breathtaking at first glance, for in the center of the blanket was a face of a beautiful baby. It was in gold thread and complete detail. She resembled Isara like a reflection.

Nakarum gently took the precious blanket in his arms and laid it over the stomach of his beloved wife. Her tears began to dry, and her emotions were calmer then a sea with no creatures. All faint sounds were at a hush. Suddenly Isara laughed in joy, and Nakarum realized the blanket was no longer empty. It was full of the darling life. Inside the blanket he could see gorgeous a baby with autumn skin and dark curly brown hair. He ran closer up to his wife and looked into his daughter's eyes. They were a dark chestnut color, and he bent over and kissed each of them gently. Isara willingly handed the baby over to Nakarum who was in a daze over the fresh new bundle of pure life. There was something about her that made him weak in the heart, and want to hold her close and cry. With the baby's face in his neck, he felt a shudder of unconditional power, and felt as if a million bricks were being pushed into his body. He saw pyramids before him. At that moment he did not know the explanation for this. He handed her back to Isara with a joyful grin on his face and said, "She has given me rebirth." Isara slowly blinked and placed her eyes on the baby, and replied, "Why, she is capable of anything." She held the baby close to her neck and hummed a lullaby. Her hums were broken when a rush of warmth went through her body and all her pain was cured. She felt wonderful. Isara gasped. "She has a gift," she cried. Suddenly the winds blew horrendously and forcefully, and a quiet whisper was heard. "My name is Jahyla," the whisper said. Nakarum looked down at his daughter, and she giggled mischievously. It was then they knew what would become of each and everyone of them.

Jahyla grew to be a peaceful, strong little girl. She had everlasting happiness and never cried a lonesome tear. Nakarum had a skill for building. He decided to make the deserted area a home for his wife and Jahyla. He built twenty different towers with differ-

ent shapes. Of all the towers Jahyla enjoyed the one that pointed to the sky, because she said that that was where she remembered falling from. So Nakarum built 20 more of the towers, making sure they all pointed to the sky so Jahyla could remember her true home. Nakarum became the god of pyramids. Jahyla loved her father so much that she helped him work all the time. She became extremely strong, but would often complain of headaches. When her head would feel terrible she would run to her mother, who was now goddess of physical healing and she would be instantly cured. But they would always come back. One day Jahyla was laying bricks with her father when he noticed that she would often cross her fingers subconsciously. He curiously asked her why her fingers were wrapped so uniquely. "The changing angel told me that my energy is usually released through my head, fingers, and toes. The most common outlet is the finger tips, and when you wrap your fingers around each other or cross them, the energy twists, and goes back into your body, and then you become ten times stronger." Nakarum was amazed with his daughter. He smiled at her but still was misunderstood as to the gift she truly had.

When Jahyla was 11, her mother became pregnant with a child. They were sure it would be a little boy, and had already picked the name of Jakir. No one was more excited for him but Jahyla. She did everything she could for his birth. She designed him his own pyramid and decorated it with gold and flowers that grew around the rivers. She covered the walls with silk. She knelt down in the center of the pyramid with her fingers crossed. She recited prayers and all while she did this a glow became forever bright and it surrounded her. When she stood it disappeared. She called her mother and father so they could settle in, for Jakir would come soon. Isara lay on the flowered bed, all the while talking of how beautiful it was. Nakarum sat by her side, and Jahyla went to the corner, closed her eyes and prayed some more. She soon fell asleep.

She was abruptly awoken by the screeches of her mother. Jahyla ran to her side and in her arms saw the lifeless body of baby Jakir. She put her hand over his face and felt no breath. His face was mediocre and deathly. Jahyla acted of no anger. She simply picked up the limp body and walked out of the pyramid to the flowing rivers. She slowly sat down in the sand with Jakir in her lap. She held him upward and put her face to his neck. With her fingers crossed, she released all the unconditional power she was capable of, so much power, that the rivers stopped running, and the angels suddenly saw the future before them. The grounds shook, the spirits of the heavens began to cry, and a rainfall occurred—the first sight of rain they had ever seen. Nakarum looked out to see what had happened, and from afar he saw Jahyla kneeling in the sand holding Jakir, soaking wet. He started to go out to the storm to get his children, but before his feet touched the sand, Jahyla held up a shaky hand, ordering for him to go back to Isara. The storm went on for hours. Isara and Nakarum had faith in Jahyla, and they knew she would breath life into Jakir. The next morning the storm continued. Jahyla was not weak at all or worried, she was relentless and bold and stroked Jakir's hair as she transferred her vibes.

By the morning, all was quiet. Isara awoke first, frightened and scared. She went to the opening of the pyramid and saw the lands extremely wet. She called out to her daughter, but at first found nothing. Nakarum awoke and the two went searching for Jahyla. They called for her as loud as they could. Finally their shouts were broken with cries. Isara ran to the noise.

LOOK FOR THE CONTINUATION OF THIS STORY IN THE NEXT ISSUE OF THE SHAKERITE!
IF YOU WOULD LIKE TO SUBMIT A SHORT STORY TO THE SHAKERITE, PLEASE LEAVE A COPY WITH YOUR NAME AND GRADE IN ROOM 231.



Banana painting in social studies office has a-peel

By Anna Hutt
Staff Reporter

A new take on a banana split inspired a lifetime of artistic endeavor.

Unknown to most of the school, the large painting of banana sections hanging on the wall in the social studies department office is the legacy of a currently practicing artist in New York City. Edward "Ward" Ackerman, class of 1980, created this work of art more than two decades ago as a gift to the school.

"Ward's an amazing guy, extremely talented. He is a dynamite human being," said Jim Hoffman, former Shaker art department chair who taught Ackerman for four years. "He was very effervescent, alive, active... he lit up a room when he walked into it, really."

Hoffman remembered that the modest Ackerman was popular with students and teachers and a delight to know. Once he left Shaker, Ackerman continued his education at Bard

College in New York, where he earned a Bachelor's Degree in fine arts. Some of his college studies were inspired by his senior project, in which he studied pottery.

"I became an art history major in college and then had a job as a studio artist," Ackerman said. "I moved on to New York City and was in some small shows here." Though he does not currently consider his main career to be painting, Ackerman can sell his works of art for up to \$5,000.

The banana painting was created for an assignment Hoffman gave when he was teaching his students about Andy Warhol, a renowned American pop artist. He instructed his students to take any common object, alter it in some way to draw attention to it, and paint it on the wall.

"Ward came to me with this idea," Hoffman said. "And he said, 'Mr. Hoffman, instead of painting this on the wall permanently, why don't I make it transportable so it can travel from place to place?' So he created the

banana piece on canvas and began the movable art program at the high school."

Being "movable," the banana took a few years to find its ultimate place. Former social studies department chair Terry Pollack said he noticed the painting sitting on the floor of the main office conference room years ago and asked then-principal Al Zimmerman for permission to take the painting and hang it in his department's office.

"You have to ask the big question," Pollack said, "if fine art work is done by students, why isn't that art respected and displayed?"

Pollack says he tolerated the Shaker students and faculty who teased him about bananas hanging on the wall. Meanwhile, Ackerman was creating new works in the Big Apple. He now has customers who follow his work and have bought collections of his art. Ackerman remains modest, however, saying that his artwork is not that of a famous star, but rather of a continually learning and practicing art lover.

He was a very involved person," Hoffman said. "He had his hands in a lot of things. Ward was very determined to succeed and obviously he did."



The banana painting done by Ward Ackerman hangs in the social studies office. It is rumored to be worth somewhere around \$5,000.

Young local actress on Broadway

By Abby Hexter and
Renee Frantz
Staff Reporters

For eighth grader Betsy Hogg, the fantasy of becoming an actress is now a reality as she makes her Broadway debut in Arthur Miller's "The Crucible," which premieres March 7.

Last year, a man who saw Betsy perform in a play in Cleveland introduced her to an agent in New York who set up an audition with the casting director of "The Crucible."

After her first audition, Betsy was asked to return for a second audition for the director of the show.

She was given the role of Betty Parris, a young girl who helps to fuel the first rumors of witchcraft during the time of the Salem Witch Trials.

One of the best aspects of performing in New York, in Betsy's opinion, is getting to meet other prominent actors and actresses.

She has gotten to know both Liam Neeson and Laura Linney who star as John and Elizabeth Proctor.

Betsy is the youngest actress in the play.

The person closest to her age is an 18-year-old girl who shares



Shaker eighth grader Betsy Hogg stands with her brother, Shaker Junior Rob Hogg. Betsy is in Arthur Miller's play "The Crucible" on Broadway with well-known stars Laura Linney and Liam Neeson.

Courtesy of Rob Hogg

a tutor and dressing room with her.

Betsy's rehearsals can last up to 11 hours, beginning at 12:30 p.m. and ending at 11:30 p.m.

When she is not on stage, she has an on-set tutor who helps her keep up with the Shaker curriculum.

Keeping in touch has been rough for the Hogg family. Betsy and her mother, Kathleen, represent the family in New York while her father, James Hogg, and her brother, Shaker Heights High School junior, Rob Hogg, remain in Shaker Heights.

"I'm honestly not thrilled to

have my wife and my daughter in New York City," James Hogg said. "But it is a great opportunity for Betsy to work with great actors and actresses."

"I'm glad she's into this stuff, I'll never have to work," brother Rob Hogg said.

It has also been hard for Betsy to be away from her friends.

"They have all been really supportive and excited, but we miss each other a lot," Betsy said. Some of her friends might come to see one of her performances over spring break.

Betsy has performed and starred in several other plays, most of which were in Cleveland, with the Heights Youth Theater. She also had a part in the national tour of "Showboat" and the New York Production "The Children's Hour."

"I have done things from Shakespeare to 'Annie' to 'The Sound Of Music', but I've only been doing shows since I was 9," Betsy said.

Betsy said that she strongly encourages girls her age who have similar aspirations to get involved in as many theater activities as they possibly can.

She has a positive attitude about acting.

"Just get out and go for it!" Betsy said.

Hanging by a wire: metalworking is a dangerous art

By Liz Campbell
A&E Co-editor

Instead of spending Saturday mornings sleeping until noon, three Shaker students bend, bang and blowtorch metals into shape.

Junior Tim Bartley and freshmen Joanie Hexter and Heather Funk take art to a new level in their metalworking class at Cleveland Institute of Art.

Bartley, Hexter and Funk learn to create jewelry, containers and other metallic works of art.

They will create three to four projects during the duration of the class, the first of which is to create some type of container.

"I chose the metalworking class because I wanted to do something different, and it sounded like a lot of fun," Bartley said.

The students first submit their ideas to their instructor, and then

create the pieces out of paper. Lastly the artist buys metal to create the final product.

At each class, students learn a new technique for metalworking. At the first class, instructor Shane Sisi demonstrated how to cut metal with a saw. At another class, soldering, a technique for joining metal, was taught. Students also learn how to properly use a blowtorch.

Metalworking does have an element of danger. "It can be dangerous if the equipment is not used properly," Bartley said.

He was injured when another student accidentally scratched his arm with a piece of wire, drawing blood. Bartley then fell backward and bruised his forearm.

"We create textures with the metal, clean it, make patterns," Bartley said, "there's more to metalworking than people think."



W/ Bartley/The Shakerite

Three Shaker students freshman Heather Funk, freshman Joanie Hexter and junior Tim Bartley, take a metalworking class at Cleveland Institute of Art on Saturday mornings. Students use tools like this blowtorch to sculpt metal into exciting works of art.

Jay-Z's Blueprint doesn't Takeover Nas' Stillmatic

By Jeanne Bright
A&E Co-editor

If Nasir Jones and Shawn Carter bumped into each other on the streets of New York City, there would be one heck of a rumble.

Jones and Carter — better known as Nas and Jay-Z — are two accomplished and well-loved rappers who have gone head to head in their new CDs to prove who is the current king of rap.

Reviewers acclaimed Jay-Z's "Blueprint" when it was released mid-September. In "Takeover," Jay-Z goes to great lengths to insult his rival Nas by saying "you had a spark when you started, now you're just garbage, fell off the top 10 to not mentioned at all." To describe Nas, he elongates the word "lame" three times in the song. He proves his point through his lyrics, but the rhythm is awful. It's too repetitive and for rapper of Jay-Z's magnitude

After Jay-Z racked up impressive sales with "Blueprint," it seemed unlikely that Nas could equal his success, especially with critics doubting that Nas could pull off a better album than 1994's "Illmatic."

Nevertheless, Nas' counter-album, "Stillmatic," released in mid-December, blew the entertainment world away. The 15-song CD features many songs influenced by the hard times Nas experienced in the ghetto of New York City.

With the second track, "Ether," Nas finally gets his revenge by using the whole song to insult Jay-Z. Nas' rhymes are creative and to the point. For example, "Were you abused as a child, scared to smile, they called you ugly? Well life is hard, hug me, don't reject me, or make records to disrespect me, blatant or indirectly."

It is obvious Nas took a lot of time to perfect this song to deliver the dis. He goes to great

lengths to describe why Jay-Z is not only a bad rapper, but how he also plagiarizes others' work. "How much of Biggie's rhymes is gon' come out your fat lips?" He is, of course, referring to the notorious BIG, a rapper who was shot and killed by rivals in the mid 1990's.

Nas' song is not only superior to Jay-Z's lyrically, but also has a more defined beat. "Ether" emphasized the rivalry between the two and made me want to take Nas's side.

In each case, the songs don't reflect the quality of the CDs themselves. I especially enjoyed Jay-Z's "Girls, Girls, Girls" and "Renegade" because the beat and lyrics were especially interesting. I didn't like Nas' "Smokin'" because it did not reflect the quality of the rest of his work.

Overall, however, I would say that Nas is the better rapper because of his outstanding flow and unique rhythm.

Shaker's treasures are trashed

By Allison Walthe
Copy Editor

Digging through rubble, several masterpieces are unmasked. An archaeological dig? No, it's the only way to recover some of Shaker's best art.

Several pieces of student art were mistakenly discarded in mid-February. The art was being reserved for a presentation to the PTO.

"It was my best art," art teacher Jody Trostler said. Trostler had wrapped the pieces in white paper and set them aside atop a wastebasket. Some art had been photographed, some had not.

When Trostler returned the next day, a custodian had thrown the art away.

So far none of the discarded art has been recovered.

the boxOFFICE

3/7

John Mayer

Odeon

8 p.m.

\$15

ticketmaster.com

John Mayer's Dave Matthews-like songs are easy to relate to. Watch out for this rising star.

3/9

Battle of the Bands Finals

Peabody's Downunder

1 p.m.

\$7

ticketmaster.com

See the best local bands compete to win this annual competition.

3/15 & 3/16

Ekostik Hookah

Agora Theatre

9 p.m.

\$15

ticketmaster.com

Listen to this experienced local jam band rock for their enthusiastic fans.

3/19

Enrique Iglesias

Music Hall Cleveland

7:30 p.m.

\$27.50-55.00

ticketmaster.com

This is a must-see concert for fans of this Latin American pop music singer.

3/28

Puddle of Mudd

Agora Theatre

7:30 p.m.

\$16.50

ticketmaster.com

This up-and-coming alternative rock band is behind the hits "Control" and "Blurry".

4/1

311

Agora Theatre

8 p.m.

\$26

ticketmaster.com

This is a well-known not-quite-rock band. They play a wide range of mellow, funky tunes.

4/8

Nelly Furtado

Agora Theatre

7:30 p.m.

\$27

ticketmaster.com

Nelly Furtado is a talented and eclectic female artist who is up for a Best New Artist Grammy.

Raiders struggle with effort against unknowns

By David Morgenstern
Staff Reporter

Shaker sports teams take great pride in their victories over archrivals such as Cleveland Heights and University School. Our home teams step it up and play above their ability, their emotion fueling their will to win.

Yet that fuel seems to run dry when playing lackluster teams such as North Olmstead or Mayfield.

"We had beaten US and just kind of overlooked them [North Olmstead]," sophomore hockey player Dan Evans said. "That loss was definitely a shock to us."

Shaker teams play with a double-edged sword — their emotional involvement in the game can either elevate their dreams, or deflate them.

"Against a non-LEL team or some jake team, we play relaxed and get a big head," junior baseball player Matt Saddler said. "But in a big game like US, we give it our all, and leave everything we have out on the field. It's hard to go into each game with the same intensity," Saddler added.

Players agree that the mental part of the game is crucial, especially when playing a

weaker team.

"In a game that isn't against someone like HB, you don't go in as pumped," sophomore field hockey player Colleen Williams said. "You might not give 100 percent, but you know that the underdog is going to give 110 percent."

"It takes two teams for an upset. It is a two-way street," women's basketball coach Susan Brown said. "What I try to tell the girls is that if we play our hardest every time, we are only going to come out on top in upsets, not the bottom."

This year's stunning football loss to

Mentor, which damaged the team's playoff chances, was hard to swallow and left players wondering what went wrong.

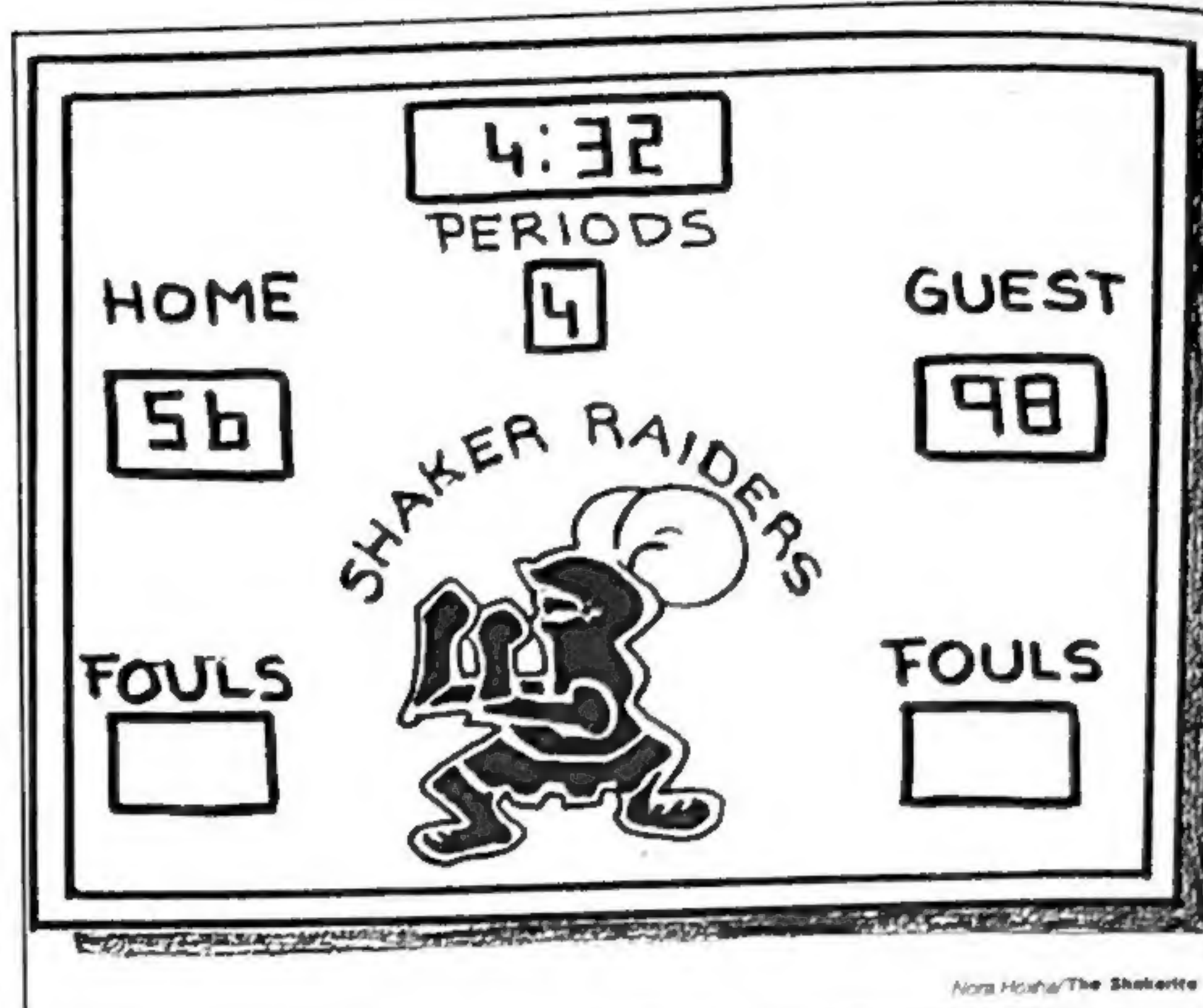
"We took them for granted," sophomore Mike Steve said. "In our minds, we had already won the game, and could taste the playoffs, but then that all got stopped 'cause we lost."

Coaches realize players' difficulty in approaching each game with the same intensity. They drill into their athletes' minds that every game counts.

"We don't prepare for the team we're

In a game that isn't against someone like HB, you don't go in as pumped. You might not give 100 percent, but you know that the underdog is going to give 110 percent.

Colleen Williams
Sophomore



playing. We prepare for ourselves," said men's golf and basketball coach Bob Wonson.

"I tell them that every game counts, especially league games. We can't go out and beat Lakewood and then lose to Valley Forge. Hopefully my players know by now that every game is a step toward our goal and one oversight could ruin our season," Wonson said.

"A lot of times this season, people have picked us as underdogs," sophomore shooting-guard Brittany Clair said. "That makes us play harder, cause we want to prove we are the best, and we know the other team might be overconfident."

"As a coach, I realize that the psychological aspect is crucial. You always want to know that your team is the one doing all the hustling and giving the effort," Brown said. "Look at our victory over Parma. We won by 19, but it should have been more. The girls were a little too relaxed, and the score reflected that."

Men's soccer suffered a playoff loss to Mayfield that left them questioning their effort. "Our mind set was off. We lost focus 'cause we were already looking ahead to the next round," sophomore defenseman Steve O'Connell said. "Then we lost and we were in total shock and disbelief."

Basketball running and gunning toward state title

FROM BASKETBALL, PAGE 1

come out with a 13-5 record at press time along with an impressive 10-1 LEL record. The Raiders clinched their division in a 75-72 win over Mentor Feb. 8.

Head coach Bob Wonson said the team did not put extra emphasis on the title contest.

"We approached it like any other game. We just tried to be ready to play," Wonson said.

Senior D'Veron Harris said Shaker's desire dictated the outcome. "We came out in the second half like we wanted the title," Harris said.

Wonson said that the team's tenacity and balanced scoring have made the difference.

"We've been able to come back and win some games," Wonson said.

Heading into the playoffs, Williams noted defense as the top priority.

"It's hard for us to keep leads because our defense breaks down," he said. Williams also outlined that distributing the ball more evenly throughout the team was another goal.

"We know we have the talent, but we need to come together as a team," Brakey said.



Men's Basketball Coach Bob Wonson screams out plays from his usual spot on the bench. Wonson and the rest of the Raiders are preparing to make a run during the state tournament.

Warm winter gives extra time to gear up for season

FROM SPRING, PAGE 16

"It's easier to get prepared because you have to get used to being outside," sophomore track team member Zach Juresko said. Juresko believes that training is a lot harder this year because he does a combination of outside and inside workouts, but feels this will benefit him the most in the end.

The lacrosse team has also been affected by the weather. "When we start out with hell week it is still kind of at the end of winter, so we work out inside Woodbury instead of on the

field," junior Caesar Buie said. However, this year the lacrosse team will be able to conduct conditioning outside instead of in the gym.

Assistant track coach Stuart Gilbert says he hopes training in the winter will give his distance runners a head start on the track season. "I used to think that you'll get better performances at the end of the season due to nice winter weather. The high-end competition somehow evens it out. When you get to a state meet, the performances are tremendous," Gilbert said. "You always hope for a good winter."

Playing three sports seems easy to those who attempt it

FROM VARSITY, PAGE 16

concentrating on one sport if they are "exceptional" at what they do.

Junior Terrell Thompson took this route. As a freshman he lettered in wrestling and track and played football. However, Thompson opted to concentrate on track, participating in indoor meets during the winter. He competes in the long jump, 400 meter and 800 meter events.

These three-sport athletes also must deal with the wear and tear that their bodies sustain during the season. Tristan Ribar, who competes in both football and soccer during the fall and then baseball in the spring, knows this feeling all too well. During the summer the senior would wake up at seven in the morning and not return home until six in the evening with only an



Junior Ari Marcellino a golf, hockey and lacrosse player flies around a defender during a lacrosse game.

hour for lunch to break up two sets of two-a-days.

"It hurt. I got really sore during two-a-days. I could barely walk at the end of the day," Ribar said.

"It's just part of the game and you get used to it," Antal said. "You have to keep your goal in mind and just remember what you have to do."

Matt Wallace contributed to this story.

inside the NUMBERS

Compiled By Katherine Ekeberg and Jeff Greenwald

* Information is as of press time, February 21, 2002

Hockey 16-10-3

Red North Record

4-4-2

Playoff hopes

"The team sets it's sights on getting to the state final four," Head Coach Mike Bartley said.

Women's Swimming 10-0

State Results

Ashley Davies placed 10th in the state in diving

State Qualifiers

Lizzy Burns 200 IM, 100 breaststroke, Ellis Schieman 200 free, 500 free, 200 medley relay, 400 free relay

Men's Basketball 13-5

LEL Record

10-1

First playoff game

Wednesday, Feb. 27, at 7pm at Cleveland South High School vs. the winner of East Tech / Warren Howland game

Wrestling 4-5-1

LEL Record

2-4

Playoff accomplishments

Qualified Hassan Adebisin and Derrell Clay to district meet. Also qualified four alternates

February MVP

Hassan Adebisin

33-1 record and 25 pins

Thoughts on the season

"They are much improved. We still have a young team and expect even more next season," Assistant Coach Marc Enie said.

Women's Basketball 12-8

LEL record

8-4, 3rd place

Next playoff game

Thursday Feb. 28 against the winner of Brecksville/Broadview Hts

Playoff hopes

"I think if we play the way we played the last half of the season we could go to district finals," Head Coach Susan Brown said.

February MVP

Imani Farley

"She is a great defensive player," Brown said.

Men's Swimming 8-1

State Qualifiers

Seth Rosenberg 200 IM, 500 free, JR Siegel 100 fly, 200 medley relay, 400 free relay

Thoughts on the season

Won LEL title, but lost first dual meet in 10 years. Loss of head coach Ernest Welsch will hurt team next season

BOARD MEETING

Senior John Dingle pins a Padua player against the boards as freshman defenseman Matt Koletsky fishes for the puck during the Baron Cup semifinal. The Raiders were defeated by University School 3-0 in the Baron Cup final, ending a four year run. Shaker earned a rematch against US in the state tournament's regional final by defeating Lake Catholic in quadruple overtime 3-2.



Brian Gamm/The Shakerite

Shaker bounces by Lake Catholic to gain rematch against US

By Katherine Ekeberg
Sports Co-editor

It took four overtimes for the Shaker hockey team to beat Lake Catholic, but they eventually did, 3-2, on a shot by John Dingle. At press time, Shaker was preparing to take on US in the district finals Feb. 23.

"[It was] the longest game I've been involved with in 26 years of coaching," Head Coach Mike Bartley said. "We lost to Lake Catholic twice this year. We knew it was going to be tough."

Senior Mike Shenk agrees. "It was a huge game. I think it proved to us that we could come back from a two goal deficit and gives us momentum going into the US game," he said.

The loss of senior defenseman Mike Koch in the first game of the Baron Cup playoffs left a gap that was filled by freshman Matt Koletsky. "At first we were all worried... [Koch] a good player and leader... but Matt has really stepped it up," junior goalie Dan Koletsky said.

Swim teams roll through LEL championships

FROM SWIMMING, PAGE 16

"He was much more than just a swim coach to my daughters. He helped them athletically, but far more importantly he helped guide them to be real leaders."

"I will not miss the long days — 5:30 am to 6:30 pm — the endless paper work, and the many swimmer/parent conferences," Welsch said.

"I will miss the magic of being a part of a team that grows and develops together. I've found much of the rewards from coach-

ing come after the swimmers leave your program. The swimmers come back and tell you how much of a positive influence you've played in their lives. And that's the important part of coaching — not going up and down the pool fast."

Shaker breaks through at LEL championships

At the LEL Championships this year, the Shaker team broke six LEL records and now owns 19 records out of 22 swimming

events.

Junior Lizzie Burns set a record in the women's 200-meter individual medley with 2:14.01 minutes and the women's 100-meter breaststroke with 1:09.2, breaking the record set by her sister.

Senior Seth Rosenberg swam the men's 200-meter individual medley in 2:05.07 minutes and the men's 500-meter freestyle in 5:02.59 minutes, breaking two records.

Sophomore Ellis Schieman set a record of 53.42 seconds in the

women's 100-meter freestyle.

In the 400-meter freestyle relay, Burns, Schieman, Townley Smith and Missy Shaw broke the record with 3:49.69 minutes.

"I kind of expected to break the records [Welsch] wanted me to do it, and he was confident so I was confident," Burns said.

Men lose for first time in 102 dual meets

The women's team has won its last 102 consecutive meets and the men's team had a 10-year

winning streak of 105 meets until a loss to Solon Jan. 19. After Solon won the 200-meter free relay race by 0.2 seconds Welsch divided his best swimmers in the next two relays, causing Shaker to win fewer points. Welsch said the loss was not disappointing because the team made an excellent effort but "didn't quite pull it off."

According to Rosenberg, "Everyone was pretty upset. It was quite a legacy to have, but I think we all did pretty well at that meet so it wasn't really terrible."

Milestones of a Champion

Compiled By Meagan Steiner

Began teaching physical education at Woodbury
1980

Women's team won their first LEL Championship
1986

Took over men's team
1989

Shaker men were first men's team from a public school in 20 years to win the NE Ohio Championships
1996

Established women's swim team
1982

Started Shaker Sharks program
1988

Shaker women are first public school team in 21 years to win the Northeast Ohio Championships
1995

Grossman gallops to glory

By Allison Walthe
Copy Editor

When it comes to riding, Marissa Grossman isn't horsing around.

The senior spends eight hours a week during the school year and every day during the summer at Cross Wind Farm in Auburn Township.

All that practice has paid off. Grossman is ranked fourth nationally in eventing and was also named the United States Combined Training Association's Area Eight Champion, covering six Midwest states.

Eventing consists of three areas — dressage, show jumping and cross country. In dressage, Grossman takes her horse around an arena and shows judges the different movements the horse can make.

"This [dressage] is meant to show how well in control of the horse you are and how well you

and your horse understand each other," Grossman said.

The show jumping portion of eventing tests the horse and rider's jumping skills in an arena with formal wooden barriers.

The cross country competition takes horse and rider over a mile-and-a-half course where the horse jumps over natural barriers such as logs and water jumps.

Of the three events, she likes cross country the best. "It's my favorite by far," Grossman said.

Grossman said.

One competition was especially scary for Grossman. "When I was 12, I fell off. My horse started to jump but then fell into a ditch," she said. Grossman fell off and the horse stepped on her face and arm. Luckily, she wasn't hurt too badly. "I had a huge black eye and a bruise in the shape of a hoof print on my arm, which I thought was pretty funny," Grossman said.

The Grossman family owns six horses, which they keep at Cross



Courtesy of the Grossman family

Marissa Grossman makes a jump during the show jumping part of an eventing competition. Grossman is ranked fourth nationally in eventing and in 2000 was named the United States Combined Training Association's Area Eight Champion.

Wind Farm in Auburn Township. Until recently, Grossman rode Chewbacca, affectionately called Chewy.

"He isn't exactly lame," Grossman explained. "I've outgrown him. My skill level has gone farther than what he can do." Now Grossman rides a horse named Impy, who belongs to her

trainer, Bob Weston.

"She just does a fantastic job," Weston said. "She has a wonderful feel for the horse. She's just very determined."

Grossman got interested in horseback riding when her older sister, Joanna, started riding.

"My mom had ridden when she was younger and she asked

my sister if she wanted to do it. I was being the annoying little sister, saying 'I want to do it, too,'" Grossman said.

"You develop a relationship with your horse. When people play team sports they develop relationships with their teammates. The horse is my team," Grossman said.

Shakerite SPORTS

Shaker heads into the state tournament with high hopes. Catch all the action in Inside the Numbers on **Page 15**



By Jeff Greenwald
Sports Co-editor

Let LeBron be a kid, not your superstar

Call him whatever you want, the whiz kid, King James, or the heir to Air Jordan, but if you have yet to hear about LeBron James, you have been living under a rock.

Hailed by many as the greatest high school basketball player of all time, James has yet to begin his senior year. Many scouts and general managers believe he would be the number one pick in the NBA draft this season; who knows what teams will sacrifice to acquire him next year?

He has already graced the cover of "Sports Illustrated" and been featured in a series of stories in the Plain Dealer and Akron Beacon Journal.

This seems like a little much for a junior in high school. James is barely allowed to drive a car; in some states he still cannot. Yet a year from now he will sign a multi-million-dollar contract that is more lucrative than the clear majority of Americans' lifetime earnings.

An NBA rule prohibits players from becoming eligible for the draft until they finish high school; otherwise James may have left school this year. "The rule's not fair, but that's life," James told "Sports Illustrated."

"The only thing I think is bad is they let that 17-year old golfer [Ty Tryon] on the PGA tour. You've got tennis players competing professionally when they're 14," James said.

Although he's right, there is no reason for anyone still in high school to compete professionally, whether in basketball, gymnastics or figure skating. The drive to become a sports icon is understandable, but it is not worth the sacrifice of high school or childhood.

Despite his talents, the public, media and sports companies need to stay out of James' way, at least until he finishes high school. Every high school kid knows how stressful their life seems, but imagine having it be scrutinized by the media every second.

High school is supposed to be the time when you have nothing to worry about. No one should be spending his or her high school years only at a gym, rink or golf course. One wrong twist and these child prodigies — hyped for years — can go down due to injury and never come back. People just have to remember these kids are just that ... kids. Wait a few years until you start to give them superstar attention.

Welsch hangs up whistle, leaves legacy

By Meagan Steiner
Staff Reporter

"Let's get wet and see what happens."

Hundreds of swimmers coached by Ernest Welsch have followed this advice at the beginning of practice.

With simple phrases, Welsch has motivated swimmers to do their best in the pool and in life.

After 20 years of rolling out of bed at 4:45 a.m. to coach and teach physical education, Welsch will step down from his

head coaching position at the end of the season.

Welsch coaches both the men's and women's high school swimming teams and the Shaker Sharks, a swimming program for students not yet in high school.

In the last 15 years, he has been voted Northeast Ohio District Men's and Women's coach of the Year 10 times. He was



Ernest Welsch

voted the Women's State High School Coach of the Year in 1995 and Men's State High School Coach of the Year in 1998.

He has coached 40 All-American swimmers at Shaker.

The greatest success of his career, Welsch said, was in 1995 when the Shaker was the first women's team from a public school in 20 years to win the Northeast Ohio District Championships. In 1996 the men's team became the first public school team to win it in 21 years.

"If I'm gonna coach, my entire

being is involved, and if I can't give the swimmers that, I decided it would be time for me to step down," Welsch said.

Welsch will continue to teach physical education at Woodbury and provide assistance for the teams.

"He's been one of the pillars of swimming in northeast Ohio for two decades. I used to joke all the time and call him my co-parent," said Sandra Holmes, mother of two former Shaker swimmers.

SEE SWIMMING, PAGE 15



Three-sport athletes rely on commitment

By Jeff Greenwald
Staff Reporter

Athletic talent is important in any sport, but when it comes to playing three it is all about work ethic, determination and pure grit.

Not only do athletes have to deal with the rigors of playing a sport all throughout the year, but they also must balance school, sleep and anything else that is part of their daily schedule. "Bal-

ancing my time is a necessity. Being involved in sports has forced me to plan and prioritize," said senior Inshirah Grimes, who plays volleyball, basketball, and track.

Most three-sport lettermen find that if they organize their time well they have exactly the right amount, but it means devoting every second to some task. "For me it's the perfect amount of time each night," said Luke Antal who juggles soccer, swimming and track. "You just have to make decisions about what's important," the junior said.

Although the balancing act is a difficult task, most of the people who do it don't complain. "I guess I'm just used to it, so it doesn't seem different," said soccer, swimming and track athlete

Townley Smith.

"I could just do one sport, but it would make me bored," the junior said.

"It's just fun playing sports. And doing nothing during the off season is boring," said sophomore Eric Weiss, who plays golf, hockey and junior varsity baseball. "I finish everything. I get good grades so it doesn't really affect me," he said.

Athletic Director Susan Brown, who encourages athletes to play multiple sports expressed similar feelings. Brown cited studies that found athletes who play multiple

sports actually have better grades than people that play one or none.

Grimes agreed with Brown. "I think [playing sports] has somewhat helped me [with my schoolwork]. Since I don't have a lot of time I can't mess around and have to focus," Grimes said.

Brown said that playing more than one sport helps a player to get better at each one individually. Skills in one sport such as vertical leap in volleyball turn up in other sports such as basketball. She only advocates athletes

SEE VARSITY, PAGE 14



David Mayers/The Shakerite

Senior Inshirah Grimes goes up for a jump shot over a defender at the top of the key. Grimes, a three sport letterman, plays volleyball, basketball, and track. "Since I don't have a lot of time I can't mess around and have to focus," Grimes said.

Moderate climate allows for training outdoors

By Matt Seidner
Staff Reporter

Frostbite, pneumonia and wet shoes are only a few of the adversities spring athletes normally face in training for the season. That, however, is the stuff of last year. This winter, spring athletes have sported shorts and T-shirts due to the unseasonably warm weather.

Indoor and outdoor sports such as track and field can get a huge head start on the spring season due to the calm weather. "Up to this point, we're probably

ahead of where we were last year," said Charles Richards, head coach of track and field.

Senior Angelo Ajayi, a track athlete, agrees with Richards. He thinks the weather will be advantageous. "I think it's going to make us stronger athletes," Ajayi said.

Some sports are less affected by the change in weather. Allan Slawson, head coach of the tennis team, said that because his team generally works out on indoor tennis courts during the winter they have yet to take advantage of the weather. It is also

difficult to play tennis in wet weather, which has been prevalent. The tennis season begins on March 11, and by then, the winter usually has subsided.

Sophomore softball athlete Kathleen Rains said that training outdoors would give her a head start on the season because the team can practice outside earlier. However, she does not think that training earlier will give her much of an edge over other teams. "All the other schools [can practice outside] too," Rains said.



Will Bostwick/The Shakerite

Angelo Ajayi gears up for track by running after school.

SEE SPRING, PAGE 14